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ABSTRACT

This report contains 31 group discussion reports and the texts of two speeches delivered at the general session. These speeches, both dealing with relevance in the curriculum, were presented by W. H. Worth, Deputy Minister of Advanced Education in Alberta and the Honorable Thomas L. Wells, Minister of Education. The discussion reports are organized under (1) curriculum change, (2) environmental factors influencing curriculum, (3) alternative models, (4) teacher preparation, and (5) education for the future. Two of the reports (one concerning environmental factors influencing curriculum and the other on education for the future) are in French. The minutes of the business session conclude the report. (MLF)

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ONTARIO ASSOCIATION
FOR
CURRICULUM DEVELOPMENT

THEME:
RELEVANCE IN THE CURRICULUM

TWENTY-FIRST ANNUAL CONFERENCE
November 9, 10, and 11, 1972
KING EDWARD HOTEL, TORONTO, ONTARIO

Editor: Mrs. Sheilagh Dubois

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RELEVANCE IN THE CURRICULUM

Dr. W. H. WORTH
Deputy Minister of Advanced Education in Alberta

Educators in Canada, as elsewhere, have tended to make use of slogans or catchwords as rallying-cries for action. Their use has often been effective in stirring up public interest in education, and in promoting genuine educational reform. In the early part of the century, the catchwords were "mental discipline" and "transfer of training". A generation later they were "felt needs", "the whole child", and "integration". More recently, it has been "structure" and "inquiry". Now, "relevance" is the name of the game.

A recurring theme in the popular discussions and literature on education is that the schools need to be in closer touch with our rapidly-changing society. The fear is frequently expressed that the educational system is drifting dangerously close to being among the most irrelevant institutions of our time. In substance, structure, and process, it is seen as being incompatible with human needs and social realities. Hence, it is argued, our children and youth are being educated more in accordance with yesterday's world than in preparation for tomorrow's living.

There are those who interpret relevance as a kind of modern-day equivalent of the old progressive's concept of "utility" which found expression about thirty-five years ago in what was termed the "society-centred school". In accordance with this interpretation, one might expect to find a group of socially-advanced young children being asked the following kinds of questions about an old nursery-rhyme by a young activist teacher:

"This little pig went to market"

Why? Did he go to buy or to be bought? If to buy, what and for whom? Is he an informed buyer, the sort who would study Consumer's Report? If - and it is altogether possible - he is to be sold, what price will he bring? How has the price and production of pork been affected by hog marketing boards? Is it wise to avoid taking "trips"?

"This little pig stayed home"

Once again, why? Why did he stay home? Was there a breakdown in communication within the family? Or was there something else in his background that caused him to stay home? What was his home like? What did he do there? He may have "tuned-out" the system. What can we do to make our schools more attractive to students who have done likewise? Is it good for us to stay home sometimes?

"This little pig had roast beef"

Would you consider roast beef proper food for a pig? Which is better, nutritionally speaking, rare or well-done meat? How do our eating habits contribute to ecological imbalance and pollution?

"This little pig had none"

Why not? Did he eat something else? What would you suggest as a well-balanced diet for a pig? What bad psychological effects are likely to result from the juxtaposition of plenty and scarcity? One authority believes that this little pig has been exploited. Another believes that he has been liberated. Do you concur with either of these theories? Or was he on one of those new liquid diets?

"This little pig cried 'Wee, Wee, Wee' all the way home"

Where had the little pig been? Why did he cry? What does this tell us about the pig's personality and social conscience? Is he a bilingual pig? At what age do pigs change from "wee" to "oink"?

RELEVANCE AS SEARCH FOR SELF

There are others, however, who perceive something more profound in the meaning of relevance. They argue that it is the learner who is primarily responsible for assuring the relevance of the process of education. In this sense, relevance is a demand for connections and for seeing them between what one undergoes and what one comprehends. Most of all, it is a request to participate in the celebration of whatever it is that we call the human adventure. It is the child's "Why are we taking this?" question raised to philosophic heights. It is a request for freedom, for self-definition. It is the brave expression of the urge to be forever learning, to face tomorrow with open eyes and simple wonder, unafraid to be afraid before the perplexities and inexorable finiteness of life.

By this definition, then, relevance is concerned with the human quest - man in search of himself. For education, relevance is the connection between man's quest and the school's efforts on his behalf. The learner's cry for relevance is a cry for the school to show feeling - towards his self, his emotions, his human condition: to educate for empathy, compassion, trust, for self-growth and self-esteem; for tolerance; for acknowledgement of error; for patience.

This search for self begins when the individual starts asking questions such as these:

> Who am I? What kind of person do I want to be?
> What are my priorities in life?
> What are my strengths? My weaknesses? How may I manage these in achieving my personal goals?
> And how do I go about achieving my goals? What are the opportunities and obstacles I can expect?
> How do I relate to others, and interrelate with them?
> Where is my role within the larger society?

More important, perhaps, our institutions for schooling must encourage the learner to ask these questions - and help him find his own answers. A successful search for answers to questions such as these will occur only when learners join more fully in the life of our society, and at an earlier age. This involvement may take as many forms as there are people. But whatever the particulars of individual involvement, it is clear that young people will want opportunities to make direct contributions to society. Their demands have begun to be heard in the schools, and the satisfaction of their demands must also begin in the schools.

Before proceeding with some illustrations of how we might meet these demands, let me attempt to clarify - briefly, and therefore rather simplistically - the relationship between quality and relevance; relevance and personalization; personalization and competition; and freedom and control. By so doing, I hope to aid your understanding and reduce the risk of misinterpretation.

The great importance of the quality and relevance of instructional content is not well understood. Man's development and survival in future society will depend in large part upon his being able to distinguish fact from fancy, myth from reality, superstition from scientific generalization, and upon his ability to employ intelligent and systematic procedures in solving new problems. No subject or activity is more relevant, per se, than another. It is only the learner who can establish the relevance of what he studies. However, it is up to educators to establish the authenticity of instructional content. To do this, they must be in contact with current and authentic scholarship.

The twin requirements of quality and relevance can be met through the personalization of learning. Not individualization, but personalization. The distinction is important, and often confused.

Individualization means developing a different program for each learner. Personalization means making a program relevant to the learner. Individualization is a high-cost approach because it requires the allocation of vast resources to course development and, when carried to its logical conclusion, a human and mechanical tutor for each learner. Personalization is much less expensive, since fewer resources are required for course development, and learning in groups still occurs. Personalization does, however, constitute a greater challenge to the self-reliance of learners, the evocative skills of teachers, and the creativity and ingenuity of both.

Personalization will not rule out competition in learning. But it will have to be the kind of competition that is largely of the learner's own choosing in its goals, its intervals, its intensities. It will permit competition with the self. It will encourage stimulation through peer evaluation instead of external evaluation. It will call for a challenge of ideas rather than of personalities. And it will allow for selective competition in activities in which the learner is prepared to expose his own self, his own values, his own questioning of reality.

At the same time, there must be a place for learners to exercise discipline and self-control as well as freedom and spontaneity. Both can be accomplished best in non-threatening environments. Spontaneity cannot be forced, and true discipline must be an act of individual will, not of submission to authority. It is difficult to think of two more useful qualities for life in Canada during the next quarter-century than imagination and self-discipline - both given over to self-actualization.

What this all adds up to is the need for a fundamental shift in viewpoint - from conceiving of schooling as shaping the individual's behaviour to fit predetermined roles, to the view that recurrent education seeks to help the learner acquire the knowledge, skills, attitudes, and interests that will enable him to constantly influence his environment to achieve his purposes. Too often, we talk of helping each learner find his niche without realizing that niches do not go anywhere. In the Canada of tomorrow, the real criterion of educational effectiveness ought to be the extent to which each additional learning experience increases the range of life-choices available to each person so that he or she is able to open the doors of opportunity and development.

LIFE EXPERIENCE

To meet the challenge of relevance, the classroom of the future must become an entrance into the world and not an escape from it. The translation of this notion into program requires the daily on-going attention of every educator and public official associated with our institutions for schooling. In addition, it requires the identification and provision of the opportunity for certain activities or experiences that are systematically linked with the world of work, leisure, and pleasure. This proposal is not as simple as it sounds, and it may be misunderstood. Fundamentally, it suggests that the world of work and other areas of life be used by children, youth, and mature adults as a life-experience learning laboratory. The implications of this proposal are enormous, since links are envisioned where none now exist, and the whole work-ethic - indeed, the very meaning of work - is to be tilted, if not upset. For when it is suggested that the world of work and relaxation be used as a learning laboratory for recurrent education, traditional concepts about both work and education have been turned upside down. Instead of education being a laboratory in which people learn how to work and play, work and play become a laboratory for education.

Embryonic life-experience programs have already emerged for a small number of students in many urban centres. The federal "Opportunities for Youth" program, and its provincial counterparts, have life-experience objectives. So do the so-called sandwich programs found in the engineering field, the work-study courses in our high schools, the co-operative education programs in some colleges, and the apprenticeship arrangements of our technical institutes. All such programs ought to be expanded, and others developed, in order to reduce the isolation of our schools and institutions of higher education - one of the objectives being to bring youth into collegial and helping relations both with adults and each other in significant activities of the community, so that they may make the transition between theory and practice, between irresponsibility and responsibility, and between irrelevancy and relevancy.

The most vital daily activity of all adults will continue to be work necessary to the functioning of society. To exclude our youth from this activity is to exclude them from the most basic part of society. For these reasons, the school of tomorrow must develop a concept and a program that will make education relevant to the adult role. Most young people have little knowledge of the kinds of work that will be done when they become adults. The time when youngsters knew about work by casual acquaintance with it in the community is gone.

Schools must begin career discussions and orientation earlier. Beginning at the intermediate level, exploration into broad occupational areas should be available to all students. At the senior school level, students should continue investigation into careers, with emphasis on group career guidance, coupled with work experience for school credit and wages. Volunteer or paid activities related to career choices - such as service in hospitals, schools, government offices, and private organizations - should offer a chance to gain not only information but actual job skills. Everyone needs the opportunity to learn employability skills, such as responsibility, co-operation, taking instructions, being on time, and remaining on the job. More people lose jobs because of the lack of these skills than for any other reason.

The basic purpose of the career-oriented approach is not to force students to make an early selection of a specific career, but rather to make all young people aware of the options available to them. The school then becomes the vehicle for achieving their goals rather than a prestructured institution to which they must adapt.

This is not a proposal to substitute learning on the job for the deeper insights and knowledge and skills that scholars have developed. The teacher, the books, other materials of the school, and the intellectual resources of the community are to be employed by the student as he works on the problems of his job and carries through projects in which he is engaged. When he is actually doing work that he finds significant, he can see for himself, with the aid of those who know the field, that many kinds of learning are helpful and even necessary.

The student would be concerned with civic activities as well as with gainful employment. In these activities, he would confront real-life problems that involve values, aesthetics, and public policy. The opportunity is thus provided for the student to progress in a more meaningful fashion toward the attainment of social competence and ethical discretion, in addition to that of career proficiency.

So far I have concentrated on work experience as slightly distinct from other life experiences. Three questions have been skirted: What about children too young to benefit from work experience? If recurrent education is planned towards equipping the learner to manage his own life, and if he learns this through work experience, why have schools at all? Is there not more to living than working? Let me now try to answer these questions.

Life experience does not propose that nine-year-olds return to the coal pits. It does, propose, however, much more field experience in childhood education. More community visits, field trips, business tours, visits with artisans, industrial tours, recreational visits, nature study, outdoor educational activities, and cultural excursions are essential. More exchange visits, even within a single town or city and certainly between urban and rural areas, province and province, country and country should be developed. Children of the affluent should exchange visits with children of the poor, children of the pavement with children of the parkland, and children of new Canadians with children of rooted Canadians. Educational laboratories for young children exist in abundance outside the classroom.

In addition, a dual approach towards the world of working and living must be developed in basic education and followed through in higher education. This approach is in answer to the query:

if direct experience is so great, why have schools at all?

Direct experience provides a learner with the personal knowledge necessary to manage his own life. He already gets some such experience outside school and he should get more in school. At the same time, however, he must acquire a scientific and technical understanding of the worth of his new knowledge, and the humanistic scholarship necessary to keep it all in perspective. This is the dual approach that future education must have - theory and practice. Practice is limited by a school setting; theory is limited by a practical setting.

In developing the content of life experiences, the warnings offered by many social analysts are worth remembering. They support the dictum: man does not live by bread alone. The future holds some hard times - not necessarily in the sense of a struggle to sustain life, but in a different sense - a struggle to make living worthwhile. A clear implication is that off-job time or leisure will be a new and challenging arena for schooling. For obviously one does not live only to work.

Teaching man to enhance his leisure has long been one of the avowed ambitions of school programs. But this has usually been a minor ambition. Only recently have we recognized that adults of 40 rarely engage in hockey or track and field. Consequently, we are now including swimming, golf, handball, and other lifetime activities within the physical education program. Similar recognition has caused us to add music and art appreciation courses, creative writing and cooking, and a variety of other activities which have recreational potential - all intended to encourage interests and aptitudes that would serve the student later in life.

The success of these programs can be measured by their products. A very few of us today attend concerts and the theatre; a somewhat larger minority absorbs so-called intellectual fare through reading and certain television programs; while the vast majority gives itself to popular, often mindless, television schedules, and a host of other activities just as lazy and just as meaningless. Quite a few of our younger educational products take drugs to escape from the ordinary, trying to make it seem fuller, more interesting, worthwhile. It would appear that our institutions for schooling have not prepared people for, or motivated them towards, fuller, more interesting lives.

Our challenge to do better in the next quarter century will be eased by the public's striving towards avocational fulfilment, but the battle against painless, seductive, spectator entertainment must still be fought. This task is made more difficult because Canadian business is coming to recognize that recreation is a very lucrative market, and that spectator recreation is especially lucrative. While spectatorship has its place, it does not serve as a very good recreational model. A person may think that he is fairly well off recreationally when he has a colour television set and season's tickets to the football games. But fairly well is not well enough.

Living fairly well is to reap the benefits of membership in the mass production society. Living fairly well means clothes, cars, mass entertainment, abundant commercially-produced food and drink. Living fairly well is stuffing the mass stomach with all the processed benefits stimulated by system-worship of the dollar.

Living really well means living as an authentic individual. Living really well can include the pleasures of living fairly well - if one has time. For living really well encourages those forms of enjoyment that cannot be mass-produced: playing musical instruments, creative expression in the arts, participation in sports, refurbishing one's home and, hopefully, one's life.

In attempting to communicate the difference between living fairly well and living really well, schools can at least help the individual develop a sensible attitude toward participation and consuming. And they can do this best through life experience - by activities rather than passivities. The good things in life are many and diverse, and one must learn to be both a discriminate and prudent participant and consumer. This applies even more to pleasures than to goods - although many today cannot differentiate between the two. Leisure is time, our time, our life, and we must learn to evaluate it and establish our priorities accordingly. And so we are back to the centrality of the valuing process in future education which was the theme of your Conference of last year and which lies at the heart of the human quest.

MODAL LEARNING

But how do we bring greater human relevance to the learning transaction itself? One answer to this question that I commend to your attention is the recognition and use of modal learning: institutional, membership, and autonomous.

The essential difference among what I have termed the institutional, the membership, and the autonomous modes for learning and teaching is the locus of authority. In the first mode, it is external. The program is prescribed by someone other than the learner. In the second, it is shared. A group of learners determine what and how they should learn. In the third, it is internal. The individual learner formulates his own program. At the present time, the institutional mode relates to most schools and universities; the membership mode to certain kinds of adult education, drop-out centres, and educational communes; and the autonomous mode to many of the free schools and universities, and radical non-schools.

In the past, most learning has been undertaken in the institutional mode (Mode 1). Certainly there are many variations, but Mode 1 emphasizes that the learner is dependent. He works towards objectives determined by the institution and directed by the teacher, and in subject patterns arranged by the institution. His progress is measured against established norms. He becomes the product of a formal, teacher-oriented learning corporation. This is basically a paternal mode, and there is no use mincing words about it. The institution knows best and does certain things to the learner for his own good. In this mode, the learner can find order, discipline, reward, humility, standardization, competition, organized knowledge, social and cultural opportunity, and a certain place in the scheme of things. Some find more and some find less.

Certain of the characteristics of Mode 1 can indeed be shown as humanizing, especially for those who want their place in life well-defined. But no one - surely - will find the humanizing characteristics of this mode either sufficient for life, or of equal benefit to all individuals.

The membership mode (Mode II) has already been given token attention by most institutions, at most levels of schooling. But since real control must be passed over to the student group, formal schooling's commitment to this mode has almost always been superficial. Mode II stresses co-operative enterprise, interdependence, group objectives, and common concerns. The teacher facilitates, but does not control; the process of doing things for one another, and for the group, is pre-eminent. This mode emphasizes human interaction, communication, mutual respect, co-operative behaviour, shared decisions, team effort, and participatory planning and learning.

Certain of the characteristics of Mode II can be shown as humanizing, especially for those who feel their place in life depends upon group well-being. But the characteristics of Mode II will not satisfy all who search for human fulfilment.

The autonomous mode (Mode III) is already present in some of our institutions for schooling as well - either by design, where it is called independent study, or by failure, where it is called going out on your own. Mode III places control of the learning situation in the hands of the individual. He determines his own objectives according to his own interests; the teacher is a consultant. The learner evaluates his own performance; he does things "with" - with materials, with people, with exploration - all at his own choice. Mode III fosters independence, individual enterprise and responsibility, self-reliance, freedom, self-pacing, and self-direction.

Certain of the characteristics of Mode III can be shown as humanizing, especially for those who feel their place in life depends upon self-realization. But Mode III will not meet the needs of everyone, nor can everyone handle this much responsibility easily.

Mode I, which now predominates, has not brought the full human dimension to schooling. Nor would the substitution of either Mode II or Mode III. But, in combination, Modes I, II, and III possess many of the ingredients necessary for the development of a fuller human potential. Singly, some critics will cite the danger of alienation in Mode I, or of anti-capitalism in Mode II, or of anarchy in Mode III. But, in combination, the checks and balances can assure that no single mode will dominate to the overall detriment of a strongly-founded, democratic society, especially a society that truly believes in unity through diversity.

It is not enough, however, for schooling to perform a subtle modal mix. Learners must not only have experiences in the full run of each mode, they must know what purposes these modes serve and be made aware of the strengths and weaknesses of each. In this sense, modal mixtures must be accompanied by a concerted effort towards developing modal consciousness. It is hardly conceivable that we might learn in one mode, work in a second, and live in a third, yet many people are reduced to doing just that. In this context the phrase, "let's put it all together" has the ring of anguish.

The three modes identified here parallel the modal foundations of our democratic society: the state (Mode I), the family and the community (Mode II), and the individual (Mode III). They are basic requisites to living and learning. Thus, all modes, and their variations, have a place within classes or groups, by subjects or activities, in institutions and by institutions, at all levels of our educational system.

SUMMARY AND CONCLUSION

By way of summary and conclusion, I should like to quote a simple yet eloquent statement written by an unknown secondary school teacher many years ago. It appeared in the November, 1937 issue of Clearing House under the title "I Taught Them All".

"I have taught in high school for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.

"The murderer was a quite little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in the school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips, and the imbecile, a soft-eyed little animal seeking the shadows.

"The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tiptoe, can see the windows of my room from the county jail; and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

"All of these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to those pupils - I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence. "

Yes, relevance is the name of the game!

Have you come to play?

THE HONOURABLE THOMAS L. WELLS

Minister of Education
Ministry of Education, Ontario
Queen's Park, Toronto

As you might guess, the Minister of Education for Ontario receives many invitations to address groups of varying purpose almost daily. As the recipient of these requests, I try to accept as many as I possibly can, because I believe that a large part of my job is to act as a communications agent between the Ministry of Education and the citizens of Ontario - and perhaps more particularly, between the Ministry and those who are intimately involved in the education process, whether as students, teachers, principals, administrative officials, or school board trustees.

But I would like to tell you today, with all sincerity, that there are few, if any, conferences that would rank higher in my order of priority than this annual meeting of the Ontario Association for Curriculum Development...for two reasons:

One is that this Association and this Conference represent perhaps the most unique cross-section of educators that exists in the realm of professional education in Ontario. The bond that ties you together is clearly an interest in, and concern for, a purely professional matter - which happens to be curriculum - with none of the trappings related to self-interest which characterize most professional organizations everywhere.

The second reason I will skip over lightly, not because of its lesser importance, but because you might feel it trite and perhaps spoken lightly. It is that curriculum is your subject at hand - and I am quite aware that curriculum is very close to being the very heart and soul of this whole exercise we call education.

Having in mind your Conference theme "Relevance in the Curriculum" I think that the expected speech from the Minister of Education today might take the form of a serious if platitudinous plea for more relevance, together with a few mild suggestions that things really aren't all they should be.

I suppose I could try to define relevance for you in some high-sounding way...and try to challenge you to strive for higher plateaus in the search for relevance and excellence and equality, and the higher purpose of man's pursuit of truth and inner peace...and some of those other things we talk about often, usually in abstract terms.

But I think, if I were sitting in your seat listening to me - especially after two days of serious discussion - I would probably not be too enthused about hearing yet another attempt at deep intellectual pontification about what the future holds...and how we had all better "shape up" if we don't want the schools to fall apart altogether.

My message to you today is brief and it is simple.

It is that we in Ontario have made gigantic strides towards increased curriculum relevance in the last two or three years - that there is more to come, that we should be proud of what we have achieved, and will achieve, and that we should stop being shy about telling people that the schools are in pretty good shape after all.

Maybe this sounds naive, but I don't think so. I think it's high time we in education - and particularly those of you who are involved in curriculum development and implementation - started to talk back to those gloom-and-doomers who seem unable to preach anything but dark tales about the irrelevance of schools and all that sort of thing.

Surely you have an inner feeling of satisfaction about your work and your achievements and the general developments in Ontario's elementary and secondary school curriculum in the last few years.

Yes, you probably have reservations or hang-ups about one thing or another - we all do, and that's only natural - but I suggest to you that it is high time you became outspoken champions of what we have achieved...what you have achieved, mainly.

Earlier this week, I was discussing today's meeting with someone...and he suggested that I reassure you that we are not at the disaster point, or even in a crisis...with regard to how the schools are adapting to our changing world and our changing society.

It was as if I should say this, even if I didn't believe it.

Well, just in case you are wondering, let me tell you that I don't believe it, even a little bit.

I am well aware that the ceilings which hold down the increases in education spending to reasonable levels in this Province have cast some sort of a shadow over some people in education, particularly the born pessimists. The ceilings have become the pessimists' most successful excuse in recent history; if there are shortcomings in the schools, the fashion today is to blame the ceilings, as if more money would automatically solve everything.

I am also well aware that our society and our world are changing - not only because of technology, but because of a deeper revolution of the mind among young people, and indeed among many adults.

I don't need reminding of these and other basic facts of life, and neither do you.

But maybe we do need reminding of some of the major advances that have been achieved recently in Ontario. And maybe we do need reminding that it is our job to explain and interpret these advances in a way that the people we serve - parents, students, teachers, and the general public - can understand and appreciate.

Probably the most obvious example is the Credit System in our secondary schools. I would be very surprised if everyone here were completely sold on every aspect of the new approach - even though, when you get right down to it, the Credit System is actually a natural and relatively modest evolution from the kind of flexibility that was built-in to the so-called Robarts Plan in the 1960's.

Be that as it may, I doubt whether there are many people - educators or parents - who would quarrel with the basic rationale behind the Credit System, if they understood it fully.

So, for our part, we have published an eight-page booklet called Response to Change, which will soon be made available to all parents of teen-agers in Grades 8 to 13 in Ontario.

This booklet has been written as a parents' guide to the Credit System, and it explains the reasoning behind it as well as the details of its application.

I don't have to tell you about the rationale behind the Credit System. While there may be wrinkles yet to be ironed out, I think that we can all agree that it represents a logical and perhaps overdue response to the needs of our changing society.

Still, as you well know, there are those who say that we have abandoned our senses in this Province - that we are losing our standards of excellence - that we are catering to the whims of children and the uninformed - and that all the discipline and structure is being taken out of the learning experiences of students in our schools.

Our booklet has been produced to provide answers to those who may have these kinds of concerns. It was inserted in the current issue of our publication "New Dimensions".

The point I am trying to make is simply that this booklet is one attempt by the Ministry of Educatior to speak positively about curriculum reform in this Province - and I hope that you follow through by making maximum use of it in interpreting the concepts further to teachers, students, parents, and others who have an interest.

In company with the Credit System and all of its implications and promise for the future - insofar as curriculum relevance is concerned - is the review process that is being carried out in the area of primary, junior, and intermediate curriculum.

This process has been given a name - it is Cyclic Review - and although I may be alone, a name like this makes me think that a fancy name has been concocted to make an old routine sound modern.

I am sure that if you mention Cyclic Review to most teachers of this Province, they will hardly have the faintest idea of what you are talking about. At best, they may think that it is just another term for some irrelevant exercise.

But I hope you know that this is a long way from the truth. I hope you know that the uninspired term, "Cyclic Review", has implications of the most tremendous import - that the curriculum in the schools of Ontario will not be allowed to become rigid or irrelevant, as may have been the case in the past.

The very idea of having large representative groups of citizens - so-called laymen and so-called professionals - review the Ontario curriculum on a continual and revolving basis is surely a positive talking-point for all of us.

As I suggested a few minutes ago, there is a great deal being achieved in refining and improving the curriculum in Ontario schools - certainly more than enough to give us cause for pride and optimism.

Of course there is much yet to be done, as will always be the case, and it will be done. As Thomas Huxley once said:

> "The rung of a ladder was never meant to rest upon, but only to hold
> a man's foot long enough to enable him to put the other somewhat higher."

I think that the best guarantee that we will proceed up that ladder is the built-in monitoring process which now pervades the whole field of curriculum in Ontario. In our booklet on the Credit System, for example, you will note the statement that we are under no illusion that the new approach to secondary school curriculum is the final and best answer for all time.

We are monitoring its effects very closely, and if refinements appear desirable, they will be made without delay.

So too with the primary, junior, and intermediate curriculum, where ongoing review and refinement is now an established process.

This is part of our promise for the future. Another part is the emerging role of classroom teachers in becoming involved in the curriculum development process.

Teachers, of course, have sought this kind of involvement over a long period of time. For too long, they have operated in deadening intellectual isolation, with little opportunity for contact on the professional level with their colleagues and others who can bring ideas to bear on the teaching and learning process.

It is clear that this is changing. The knowledgeable and enthusiastic involvement of teachers in curriculum development will not come overnight. But there is no doubt that we are headed in that direction, perhaps at a faster rate than many people realize.

As evidence of our support for these developments, I hope to have an announcement in the next week or two that will have a bearing on the allocation of teacher time for just this sort of activity.

In closing, may I offer my best wishes in your continuing work with the young people of the Province - always keeping your eye on the real world beyond the school, for it is only there that the indicators of true relevance for the curriculum may be found.

Perhaps the day will come when no one has any serious concerns about the quality of education in our schools, although I doubt it. However, as we continue to evolve from the practices of the past to the needs of the future, let us keep our perspective, our enthusiasm, and our dedication.

I think that the following passage from Dickens' "A Tale of Two Cities" has application for us all:

> "It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief, it was the epoch of incredulity; it was the season of Light, it was the season of Darkness; it was the spring of hope, it was the winter of despair; we had everything before us, we had nothing before us; we were all going direct to Heaven, we were all going direct the other way - in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only."

A. CURRICULUM CHANGE

GROUP 1

Assumptions Underlying Today's Education

Leader :	Dr. Wilf Wees
Recorder :	Peter Vandenberk
Consultant :	Margaret Wolchak

The result of the group's discussion was a series of brief, often unrelated, but spirited interactions, on a variety of the assumptions underlying today's education. The following are some of the recurrent topics of discussion:

(1) Man is an organism forever seeking greater personal adequacy. This holds true for the teacher as well as the student; hence, a more meaningful atmosphere could be established when the needs of the student - as perceived by the student - and the needs of the teacher - as perceived by the teacher - coincide, or are closely matched. It was felt that this matching up of needs was not accomplished in many Ontario schools.

(2) The cognitive processes of the individual student should be challenged by the teacher so that the student may evaluate his own growth. This evaluative process would lead to a greater utilization of the student's potentialities.

(3) The controversial topic of "values" was discussed at great length with the usual two polarized positions exposing themselves, one that values should be imposed and the other that values should be exposed to the student. The topic of permanent values such as goodness, truth, and beauty was discussed, but no consensus of opinion on the methodology to be employed by the teacher was agreed upon.

(4) During the last twenty years, there has been a significant increase in the number of students remaining in Ontario high schools for a longer period of time; however, this phenomenon has not resulted in any change in instructional methodology and curriculum. This situation has led to many inconsistent observations regarding students' attitudes, scholastic achievements, etc. It was thought that the credit system could rectify some of these misconceptions.

(5) The group agreed with Dr. Worth's comments regarding the personalization of education which he made in his key-note speech on the Conference theme. Nevertheless, it was felt that, although personalization is acceptable to many teachers, this fact has not resulted in an accompanying change in classroom behaviour on the part of those teachers who have accepted it.

All members of the discussion group did agree that the interactions had been successful, regardless of the lack of conclusions, as they had exposed the great complexity associated with changes in education.

GROUP 2

Procedures of Curriculum Change

Leader :	Bradley M. Webb
Recorder :	John Main
Consultant :	Gerry H. Wright

The process of curriculum change is a continuum - at what point in the continuum does the "how" of the process demand greater attention than the "why", or the "who", or the "when"?

This group spent much of its discussion time exploring the interrelatedness of the many factors contributing to curriculum change. As the discussion progressed, it became evident that the consideration of any element of curriculum change in isolation would ignore the intrinsic dynamics of the concept of process. Nevertheless, in order not to lose focus but to provide the opportunity for consideration of as many models as possible, the group decided to concentrate on procedure.

The procedure of curriculum change obviously begins with an initiator. Under present policy in Ontario, an initiator might occur anywhere in the spectrum. It could be the Ministry of Education on one hand or, on the other hand, it could be an individual who appears to be operating under a system of complete licence. Although no one situation can be as starkly painted as the above, there are examples of a broad array of curriculum philosophies and organizations in Ontario at the present time.

Who should participate in the procedure of curriculum formulation? There is no longer a trite answer to this question. The "expert" in the context of today's society may be the individual learner himself. On the other hand, society is exerting an ever-increasing pressure on curriculum formulation. One is forced to re-evaluate the rationale of curriculum. On a philosophical level, the present scope of curriculum content demands input from the whole of society and, on a more practical level, Circular H. S. 1. from the Ministry of Education certainly makes allowance for a great variety of input.

Which inputs are of importance? What must be accommodated? In addition to the traditionally accepted curriculum objectives, one must add the newer priorities: relevance to today's world, full development of the individual potential, education for change, and accountability.

Three relatively new elements in the procedures of curriculum change became obvious during the group's discussion. The first new element to be recognized was that much change has apparently resulted from very superficial evidence, fads, and me-tooism, rather than from carefully balanced procedures. A disappointingly small percentage of curriculum change has proceeded from research, controlled testing, and analysis of failures in the present system. Great risks have been taken in making large-scale commitments before pilot trials have been made or evaluated. The public demand for educational accountability results from a backlash against many educational innovations of recent years.

A second new element concerned the privilege and right of the individual learner to take part in the formulation of his or her curriculum - or even to have complete responsibility for a personalized curriculum. The group considered that perhaps "core" curricula might have different procedures from those of enrichment or personal curricula. As the student achieves maturity in conventional schooling or sets objectives in a program of continuing education, it must be assumed that a complete range of choice - and responsibility - must be allowed for.

A final element of concern recognized by the group dealt with the problems of sequence and content. In a procedure pattern which allows a broad range of input, with great stress on individual curriculum, freedom of choice and options, there must still be appropriate structure and organization to focus objectives and effectively meet them for the learner and for society.

The traditional plan of procedure for curriculum change covers the elements of initiation, legal and financial responsibility, planning and organization, and process. The group examined four models which might represent current adaptations of this traditional plan.

The first model represented perhaps the most traditional or classic pattern. The procedure is initiated by the administration on the basis of evidence of need or benefit. The proposal is examined and a prototype prepared. Participants are notified and prepared through in-service training. Involved groups are advised, i. e. parents, boards, students. The program is implemented, monitored, and assessed, leading to a decision for expansion, modification or abandonment.

In the second model, broad curriculum guidelines serve as a foundation for an in-service curriculum group. Such a group is composed of interested teachers, consultants, and other local personnel. A climate to encourage change is created and fostered by the administration. The group acts as a clearinghouse and co-ordinating body in order to circulate and augment individual submissions. Individual teachers initiate trial programs and evaluate personal progress. Wider inputs are encouraged through resource personnel, sharing, researching other programs, and encouraging other schools to become involved. Such voluntary association with the procedures of curriculum change can be an ongoing, self-monitoring activity, or it may become formalized with administrative implementation, standardization, post-testing, and evaluation. Such formalization, however, tends to defeat this activity and to discourage the self-monitoring and continuous evaluation which keeps curriculum building vital and relevant.

A third model was presented by a student participant in the group. Basically, this procedure for curriculum change consisted of having the individual student and teacher operate with the highest degree of consultation and harmony. Under broad basic guidelines, certain areas of curriculum were established as areas of free choice and responsibility. The student formulated a program to meet his particular needs and abilities; the teacher provided input as a consultant and resource person. The program was proposed to the administration and, upon acceptance, the student assumed total responsibility for carrying through the program's objectives.

A fourth model was advanced for consideration with the assistance of a group of students from two free schools in Toronto. Both of these schools represented major differences in authority and personal obligation; however, the principle of total individual initiative was similar. The individual assumed complete authority for a personalized curriculum. Such a curriculum allowed total freedom in establishing priorities and made little attempt to provide goal orientation in the traditional sense. While group members recognized the obvious complications of this model for young children, it was apparent that such a model was to be increasingly adopted as the learner approaches maturity.

How educators and learners adapt to these models will measure the success of the educational system in the future.

GROUP 2A

Procedures of Curriculum Change

Leader :	John D. Londerville
Recorder :	Russell Owen
Consultant :	Margaret Cooper

The group was composed of a good cross-section of administrators, teachers, consultants, and publishers. Regrettably, however, there were no students.

After some preliminary discussion, introductions, etc., an agenda was established by the group. Inevitably, the first item for discussion was a definition of curriculum change. Surprisingly, it was not difficult to establish a large amount of general agreement on basic definitions.

(1) Definition of Curriculum Change

The first definition put forward was simply an extension of the OACD definition of curriculum. Thus, it read that a curriculum change is "a change in the process through which a child learns in school". The view was immediately expressed that this was too confining. Specific objection was taken to limiting the definition of learning which takes place in school. An alternative was proposed which overcame this objection: "reallocation of educational resources to meet the changing needs of society". This in turn left people feeling uneasy, and the more humanistic - "any experiential change for the child" - was proposed. A consensus was quickly reached, however, to replace the OACD definition with the following: "Any reallocation of educational resources which results in an experiential change for the child".

RECOMMENDATION

That OACD consider a less limiting definition of curriculum and of curriculum change.

(2) Operational Language

The group next turned its attention to establishing precise meanings for terms such as curriculum, program, and course of study which would be acceptable to the members of the group. This was prompted by a query from the leader. It was quickly agreed that the above terms are not synonymous, and that their actual usage varies from area to area and school to school.

In the interests of communication, the group settled on the following definitions:

(a) Course of study - the detailed structure or guideline which is written down and consulted by teachers and students.
(b) Program - (i) the students' aggregation of courses over a period of time;
    (ii) the total package of courses available in a school at a given time.
(c) Curriculum - curriculum is much more than the sum total of programs and courses. In effect, it includes all experiential activity which goes on inside the school (and sometimes outside it).

Having agreed on (c) above, the group was led to anticipate later discussion by asking who the conservatives are within the school. It was suggested that ironically the most conservative groups are teachers under 25 and students. In this context, it was felt that the departmental structure in the high school could act as a brake, since student conservatism would have a great deal of effect on courses of study offered (through the mechanism of inter-departmental competition for enrolments).

(3) Goals for Change

The establishment of goals for change generated the most heat in the group. The discussion began with the suggestions that "individualization" and the curriculum reform of the 60's have led to an undesirable bandwagon effect and that in any event individualization (desirable or not) is too expensive and impractical. This quickly led to a widened discussion of values and accountability. It was eventually agreed that, while rapidly changing social conditions make it difficult to establish specific goals, there is surely one central goal, i. e. "to teach students to handle a constantly changing reality".

The discussion on accountability raised the same conflicts as did the previous discussion of values and goals. Generally, those who considered individualization to be impractical felt that teachers were accountable to boards as the elected representatives of the people. Those who considered individualized instruction to be beneficial - although often misused - favoured accountability to students and parents. While there was widespread agreement in the group that greater student-parent involvement was desirable, some members questioned whether this should extend to goal-setting. Concern for parent involvement was not only voiced but also demonstrated by a fascinating and useful exchange of experiments which have been tried in order to encourage parent involvement. Apart from "teaching students to handle a constantly changing reality" no goals are laid out; rather, it was felt that the process of goal-setting is all-important and that it should represent the needs of parents, teachers, and students. Indeed, the problem of goal-setting and suitable mechanisms for accomplishing this is an essential priority, and if it isn't resolved soon, it will take place by default. The fear was expressed that if this were to happen, we would be faced with a situation similar to that in the USA, i. e. the potential for measurement which has been developed by the behavioural sciences taken,in conjunction with taxpayer pressure for teacher accountability, will lead to a situation where we only value what we can measure with precision. In this process, most creative learning would be destroyed.

After discussing desirable methods of goal-setting, the group agreed that "relevance" is not necessarily an illusory goal; nor is it necessarily a deciphering or lowering of educational standards. Indeed, if one were to ask: "Relevance for whom?" and were to include parents, teachers, and students in the process of goal-setting, relevance is both desirable and inevitable.

(4) Impetus for Change

It was generally acknowledged that teachers and administrators do not have a monopoly on impetus for change. Drug and sex education were cited as examples of community-inspired impetus. Man in Society, World Religions, and Theatre Arts were cited as examples of curriculum change resulting from student pressure for more meaningful content.

Even more surprising, perhaps, was the group's apparent acceptance, in principle of such outside impetus as not only irresistible but also desirable. There was no moaning about unfair "pressure groups" or "politicians" using education as a political football. The group preferred to highlight the positive steps already discussed which could invite and encourage community participation in the educational process.

(5) Procedures and Strategies for Change

The group finally tackled the issue of defining specific, practical strategies for each of the agencies of change.

The Ministry of Education in Ontario was criticized for replacing old courses with nebulous guidelines, while at the same time cutting budgets and providing no training for teachers in curriculum development. Several recommendations were agreed upon.

(1) The Ministry should be encouraged to provide active support for teachers in the curriculum development area.

(2) OACD should be encouraged to organize courses in curriculum development for teachers.

(3) Universities should be made to offer relevant curriculum development courses. Many teachers are presumably going to the USA for such training.

(4) Teachers should organize their own curriculum development training through professional organizations. At present, OSSTF does nothing because of its constitution. The Alberta Teachers' Association (ATA) was cited as an example of what can be done in this area. OACD was suggested as a possible agency for this in Ontario.

(5) Time is a problem but, if administrators are involved in curriculum change, a great deal of manipulating and scheduling can be done within a school and board to give teachers time for curriculum development.

(6) Publishers have a very important role to play in creating uniquely Canadian curriculum materials, both at the professional and classroom level. At present, the economics of the industry makes this difficult and slow. No government subsidy is available to Canadian writers of textbook material. They do not qualify for Canada Council money. Federal money must be made available to teams of Canadian writers in the field of education.

(7) In Ontario, a great potential for curriculum education and information retrieval systems exists through the Ontario Educational Communications Authority (OECA). Alberta apparently uses TV for teacher education courses, and Ontario teachers must press for a similar use of OECA.

(8) Principals must be freed of administrative trivia and become genuine leaders of curriculum change. They must go back to being principal teachers, not bureaucrats. To this end, all schools should have a business administrator who is answerable to the board.

GROUP 3

Responsibility for Curriculum Development

Leader :	Dr. Ralph Garry
Recorder :	W. A. Jones
Consultant :	Sylvia M. McPhee

The Chairman asked each member to introduce himself and to indicate a change that he would like to see take place in curriculum. A variety of suggestions were made:

(a) change in the approach to the oral French program in elementary schools;
(b) involvement of parents in planning;
(c) curriculum changes in teacher education;
(d) clearer lines of responsibility;
(e) translation into practice of aims and objectives;
(f) confidence to be able to vouch for a school program;
(g) development of curriculum at the local level given the pressure of time;
(h) more flexible school year to allow more involvement;
(i) programs designed to meet the needs of people rather than institutions;
(j) determination of who is responsible for changes;
(k) intensification of involvement with a view to changing people;
(l) getting needed resources and eliminating "crap-trap"; and
(m) moving from a conflict approach to a more co-operative approach for the resolution of problems.

The group tackled the questions of who decides the curriculum, on what basis, and when.

Four practical models were reported.

In the first model,the impetus came from the Hall-Dennis Report, followed by thorough discussion in all segments of the community, the compilation of a report, the adoption of the report by the school board, and the implementation of the aims and objectives of the report. Implementation raises the following questions: How fast can one move? What should be the rate of change? How can one obtain the necessary resources? The report was looked upon as supportive rather than corrective.

In the second model,the impetus came from a consultant and was centred on one subject arising from an evaluation of the attitudes to the subject. The aim was to develop proper attitudes in both teacher and students, and this goal was achieved by the heavy involvement of teachers in the program's development.

In the third model,the newly-organized school board was operating in a vacuum initially. It discovered that it had a different hierarchy of needs from older established boards. The teachers expressed the need for articulation. The involvement of personnel and the development of an articulated program was used as much for developing an organization as it was for working toward global aims and objectives.

In the fourth model,the approach developed from the areas of program. There was more emphasis on working out objectives than on stating objectives. This is a "slow and irritating" process with limited involvement by the teachers in order to avoid the risk of over-involving them. One guide was to look at what was being done in terms of relevance; another was to try to avoid "instant curriculum". The time problem was tackled by having each of the secondary schools develop a unit of work in each subject. Then units were pooled so that schools could pick and choose and modify where necessary.

The problems created by flexible or rigid programs were discussed. There was agreement that the movement from rigid to flexible programs is undoubtedly easier than the reverse and that "doors" need to be kept open for students through the help of skilful guidance personnel.

Emphasis was placed on the importance of the teacher in curriculum, the need for providing resources, the need for working with the teacher to avoid undermining confidence, the wise use of resource people, the provision of free-time or shared time for teachers, and the need to connect teachers to the teacher education institutions. In this regard, there was some discussion of the role that "teacher centres" might play as an instrument for teachers in all aspects of curriculum development.

The discussion changed to responsibility. The pattern seems to be that the Ministry establishes guidelines, the school board expands these guidelines, and the schools complete the details of the content within the guidelines. In two jurisdictions, the school board develops programs with the involvement of teachers and then expects the schools to adopt them unless they have other and better ideas.

There seemed to be a consensus that a paradox exists in that the pressure on educational expenditures is occurring at the same time that all parties in education are developing higher expectations. As a result, curriculum development has to be placed on the order of priorities.

The matter of looking for a way for the Ministry to stimulate curriculum development was raised with the possibility of OISE - (Ministry) regional centre involvement. A measure of support was given through reference to the increasing average experience of teachers, the importance of in-service training, and the necessity for stimulation of development.

A discussion of the reallocation of existing funds and the allocation of supplementary grants followed, leading to the matter of incentive grants to school systems which show evidence of implementing programs.

After agreeing that the solution to the problems of developing curriculum is in-service education, the questions of how to know when changes are required and where to start were raised.

The discussion then centred on the importance of communications and resulted in the following statements:

(1) The school board must know what the schools are trying to do, what they can do, and what they can't do.
(2) Every person at every level has to assume responsibility.
(3) Teachers need information to have confidence, to avoid the development of a "win-loss" syndrome.
(4) School boards have to shift from a "business-legal" approach to management to a staff development approach, or from "organization" responsibility to "individual" responsibility.
(5) Opinions of individuals have to be valued rather than de-valued.

The discussion ended with a consideration of the "curriculum umbrellas" and the levels of development.

Curriculum Umbrellas

Special Interests

Community

Regional Offices - Ministry

OISE

OECA

Universities

OTF

Ministry Guidelines (General)

Board - Philosophy

Administrator-Teacher-Consultant

Program Guideline Unit

Staff-Principal-Para-professional

Study Units Adaptation

GROUP 4

Relative Roles in Curriculum Development

Leader :	Elise Grossberg
Recorder :	George Macfarlane
Consultant :	Dr. Hank Hedges

Following brief introductions and the establishment of some basic ground-rules, the group leader asked each participant for a question relating to our topic. As we shared our questions, three areas of common concern appeared and we decided to base our discussions on these areas:

(1) The Relative Roles of Agents in Curriculum Development.
(2) The Balance Involved in Curriculum Development.
(3) Co-ordination of Responsibility.

(1) The Relative Roles of Agents in Curriculum Development

In discussing the relative roles of the agents involved, we identified many participants in curriculum development. Society in general and local pressure groups in particular were identified as playing a definite role in influencing curriculum. These groups exercise their influence through the Ministry of Education and local boards who must necessarily move slowly. Haste might lead them into catering to "vocal minorities" or "crackpots", rather than serving the public as a whole. While board administrative and consultative officials, as well as principals, play important roles in the development of curriculum, it was felt that the people closest to the learning situation should have the greatest responsibility for it. The teacher's belief in,or commitment to,a program is the most important factor in determining its success. Since the curriculum is what actually happens in the classroom, perhaps [illegible] can only really be laid down after the fact. If the preceding statement is true, it follows that students play a major role in curriculum development. Under the present system, students at the secondary school level have considerable influence on curriculum through their selection of courses. If a particular area of curriculum does not draw sufficient support, it disappears. Parent volunteers, teacher aides, external groups such as OISE, and others,are able to influence curriculum development because of their close relationship with schools.

There seemed to be a general consensus that teachers should play the leading role in curriculum development since they are the group most closely involved. Nevertheless, some people felt that teachers do not have enough time or energy to devote to curriculum building, and others felt that many teachers are not creative enough to handle curriculum development and must, therefore, play a supportive role.

(2) The Balance Involved in Curriculum Development

A need for developing a balance between the various areas within the total curriculum was the next topic of discussion. It was suggested that the school should look closely at the needs of children and then sell the parents on those programs which will meet these needs. Schools should lead society rather than the reverse. "The Arts" were discussed as being of vital importance in today's society. Our large population of elderly people is pointing up the need for the development of leisure-time activities. However, when financial cuts become necessary, the first programs to suffer are Art, Music, Drama, or Physical Education. Perhaps it is because success in these areas is often difficult to measure. We discussed whether trustees should be allowed to impose their ideas and biases on a system with no thought whatsoever about the needs or wants of a child.

We identified some functions in curriculum development which could be followed. They were:

(a) Establishing an overall philosophy.
(b) Developing designs or courses of study.
(c) Determining local needs, conditions, and resources.
(d) Developing alternate units of study to fit local needs, conditions, and resources.
(e) Determining and providing for individual student needs at the local level.
(f) Identifying and incorporating student interests.
(g) Providing enrichment and remedial curricula.
(h) Describing effective pedagogy.
(i) Designing and testing new courses.
(j) Providing resources.

From our discussion of the above, it was felt that many teachers need a structure within which they may exercise professional freedom at the local level. This led us to our final area of consideration which was the co-ordination of responsibility in curriculum development.

(3) Co-ordination of Responsibility

Through its regional offices and consultants, the Ministry can certainly help by interpreting guidelines. Given this array of alternative ideas, the principal and his staff must decide which are imperatives and which individual local needs must be cared for. In some ways, the county is well-suited to the co-ordinating function through the existence of local committees which involve many teachers. Grade-level teams and vertical subject teams at the county level are also effective. Involvement at all levels is extremely important. Indeed, by involving parents, pupils, teachers, etc., we can get acceptance for change and avoid many problems.

While we reached no absolute definitions of the relative roles in curriculum development, we were all stimulated by the discussions. Perhaps our thoughts were crystallized by one member of the group who said: "Nobody really knows how we develop and structure curriculum, but we should be excited because we know that we don't know all the answers".

Interesting Quotes from the Discussion

"We ask for grass roots opinions and then reject the advice."

"Do we want a provincial prescription or do we want to meet individual needs?"

"We demand too much of teachers."

"Are teachers creative enough to handle this job?" (curriculum development)

"Parents want for their children only the best of what they themselves had."

"Education is a creative rather than an administrative activity."

"Art is part of living and should not be treated as a separate entity."

"In leading, you cannot ignore the people you are serving."

"Schools should have access to people at the top and, if they do not serve a need, they should be phased out."

"The organization of the school year needs a long look."

"There is a need for more horizontal movement in education."

"Principals need to spend more time on curriculum development and less on administration."

"Do we need principals?"

"Money and time are restrictions on curriculum, but we can make more efficient use of both."

"Many things are done to serve the administration rather than the kids."

"Perhaps the best teachers should be given a summer contract to work on curriculum development."

Suggested Readings Available from the OISE Library, Toronto

(1) Curriculum Design for Learning.
Kay
375.001
C385C

(2) Curriculum for the Seventies. pp. 43-51
Foshay
375
F749C

(3) Curriculum Improvement. pp. 47-76
Albert I. Oliver
375
0486

(4) Issues in Curriculum Development. pp. 304-314
Alcorn and Linley
375
A354

(5) POISE
375.006
0595

(6) Principal's Role in the Seventies. pp. 45-53
371.2012
L4341

(7) Readings in Curriculum. pp. 419-424
Hass
375.0008
H112R

(8) The Role of the Supervisor and Curriculum Directors in a Climate of Change.
ASCD
371.2006273
A849Y

GROUP 5

Accountability in Curriculum

Leader :	Tom Ramautarsingh
Recorder :	Ian G. McHaffie
Consultant :	S. L. G. Chapman

This group explored two pairs of related concepts which recurred throughout the discussions. The ideas are related to each other but have important distinctions.

In connection with the first issue, the group noted the importance of being accountable to oneself and to all others with whom one comes in contact. The adequacy of the idea of being accountable to oneself was explored but not examined in depth. The non-technical aspects of accountability were examined from several viewpoints. These ranged from the general public satisfaction with the quality of education and public attitudes towards levels of taxation to pay for it, to the role of students in curriculum planning. The discussion ran the gamut from the practical to the philosophical.

The aspects of accountability which came to be called moral aspects are part of formal accountability systems, but there is a danger that they may be lost from view in the technical dimensions of a system that tends to emphasize other questions.

It was generally agreed that analogies between industry and education are dangerous because there is no single ultimate criterion or set of criteria by which educational success can be judged. In the absence of this criterion, it becomes increasingly important to determine the priority of goals and the ways in which their achievement may be described. The concerns of the group in terms of the formal accountability systems centred around the relative importance of the measurable components of an educational system. Much stress was placed on the need for a variety of instruments to assess the effectiveness of education. This is especially necessary because of the natural tendency to emphasize the quantifiable rather than those facets of education which, while not specifically measurable, may be more important than those that are.

The emphasis changed when the group turned to the distinction between being accountable to and accountable for. A stress on the latter tends to focus attention on the job to be done rather than on attendant routines and relationships.

Experience in the United States formed the focus for some discussion. Federal funding there has lent emphasis to accountability projects, and there has been considerable attention to various schemes in educational literature.

The role of standardized tests and of performance contracting in particular was examined. The former were recognized to have some value, but concern was voiced that aspects of school programs not compatible with evaluation by standardized tests tend to be overshadowed by the all-important test. Several jurisdictions in the United States have negotiated contracts with private companies who take over parts of the school program on a payment-by-results basis. Experience with them seems to be a mixed blessing. Other questions explored included voucher systems of financial accounting, contract learning as a classroom method, and criterion-referenced tests.

The discussion included reference to current Ontario activities, including two Ministry of Education projects - the Educational Resources Allocation System and the planned Co-operative Evaluation Model being explored by the Supervisory Services Branch.

Some time was spent in considering the readiness of the teaching profession for these new systems and in discussing the question of professionalism as a whole. There emerged a strong desire for the creation of a climate of confidence within the profession which will lead in turn to increased confidence from the public. Both of these desired results should spring from a greater clarity of objectives and more effective ways of explaining them, probably through some kind of accountability model.

There was, however, a considerable divergence of opinion on the value and effect of any formal accountability system. There was some recognition that increased effectiveness, more effective use of resources, and a greater awareness of goals could spring from a formalized examination of purpose and expenditure. However, there was also concern that accountability systems could have an undesirable effect on the climate of an educational community by creating the impression that there is always someone looking over the teacher's shoulder. Instances were quoted where changes which were made in previously effective learning,in order to meet the perceived needs of an accountability system,had reduced the range of possible options open both to students and teachers.

The overwhelming concern of the group was that accountability patterns should contribute to the increasing humanness of the educational process, as should other educational innovations. The demand for more specific forms of educational accountability must be taken seriously by educators, who must take the lead in supplying accountability patterns that are acceptable both to the profession and to the general public.

B. ENVIRONMENTAL FACTORS INFLUENCING CURRICULUM

GROUP 6

Image and Self-image: (1) pupil (2) student (3) teacher (4) parent

Leader/
Recorder : Robert T. Dixon
Consultant : Gary Black

Image and Self-image

Self-image is composed of a perceived self and a concept of adequacy. A child is able to formulate a picture of what he is from contact with his environment. This self-concept develops over time as a result of all experiences with both the physical and human aspects of the environment. Obviously a child raised by a family of apes in the jungle would have a different self-concept than would a child raised by a large family in an urban area and an only child raised in the same urban environment would have an equally different self-concept.

The self-concept appears to be composed of at least two major divisions: the perceived self and the concept of adequacy. With the teacher and the child we are concerned only with those aspects of the self-concept related to interaction with other people. The perceived self develops from the appraisals and feedback reflected from other people. A child behaves in a manner consistent with his perception of his perceived self, even though he may be aware of other forms of behaviour. The concept of adequacy represents a picture of what he should be in order to be an adequate and effective individual in his environment. This concept is based at least in part on the child's perception of others who are judged to be more effective and adequate. The discrepancy which exists between the perceived self and the concept of adequacy is a source of motivation to the individual. Unless the difference is so great as to appear virtually unalterable, the child continually strives to become more like his picture of an adequate self.

When a child perceives a difference between the perceived self and the adequate self, he establishes goals or actions which, if successful, will narrow the gap. Other people react to these actions verbally or otherwise, and the child evaluates the reactions in terms of his goal. If the reactions are judged to be consistently positive over a period of time, the new behaviour is incorporated into the now altered perception of the perceived self. The perceived self should be now somewhat closer to the picture of adequacy. If social learning is to persist, it must involve a change in the perceived self.

The two facets of self-concept may be viewed as the melting pot for perceptions related to a sense of worth, ability to cope, ability to express, and a sense of autonomy. Within each of these four areas the child builds self-perceptions and concepts of adequacy. A child sees himself as having worth when he is included by someone else in things he considers important and when he is given priority over others. He sees his parents and his teachers as having more worth because they sometimes do things which do not include him or give their own needs priority; thus, he develops a concept of adequacy which would make him more like them, thereby increasing his worth.

Coping involves learning how to do something which previously could not be done. Part of a young child's concept of adequacy involves the ability to read. He sees himself as much less able to cope than his siblings or parents until he is able to read. Teachers who continually reinforce the perceived self, i.e. a non-reader, solidify the discrepancy and frustrate the child's future attempts to lessen the difference. Offering marks or stars for progress or work well done adds a false goal and attempts to remodel the concept of adequacy to the view that the worthy person is one who does what others wish.

The ability and need to express oneself represents a rather paradoxical situation in today's society, although it has become somewhat less so. Many things around the child give rise to either pleasant or unpleasant feelings and emotions which the child, as a result of his concept of adequacy, must learn to contain, e. g. "big boys don't cry". Most children beyond the primary and junior grades have little or no contact with the arts which represent appropriate and acceptable releases. Some must learn to contain a high percentage of their feelings. Such a situation seems totally unnatural.

As an individual develops feelings of worth, the ability to cope, and the ability to express, he discovers more alternatives which are open to him. The ability to choose the alternatives which provide the greatest satisfaction in terms of the self-concept, enables the child to become more autonomous. Autonomy is promoted by allowing children degrees of independence and responsibility consistent with their capabilities.

School Practices to Assist the Growth of a Positive Self-image

(1) Encourage children to express their feelings, especially those related to behaviours which we expect of them. Feelings about things determine to what extent these things will be incorporated into the self-image and thus affect behaviour.

(2) Allow for emotional outlets so that emotions which generally are satisfied rapidly do not have to be rechannelled and appear later as unacceptable and/or unappropriate behaviour.

(3) Indicate an honest concern for an awareness of the needs of children as individuals.

(4) Emphasize the personal valuing of experiences, i. e. what does this experience mean to you? how do you feel about it?

(5) Listen and respond to individual children with understanding. Encourage and help them to explore the conflicts they feel.

(6) Do not make the feelings of the child subordinate to his achievement record. Avoid belittling and coercion.

(7) Create an atmosphere of mutual respect - of high trust, and low fear, where each person is worthy.

(8) Allow children the freedom and time to think and feel about their experiences.

(9) Provide situations for children to come into contact with a wide range of personalities, e. g. by varying the groupings - social and intellectual - with whom the child works or plays.

(10) Arrange the furniture and materials in such a way as to promote small and large groupings as well as places for the child to be alone when he needs to be.

(11) Consider the brief and fluid relationships formed daily to be important and vital to the child at that particular moment.

(12) State aims, objectives, and goals in human as opposed to subject matter terms. Teaching human values in health or social studies classes in no way ensures kind, humane behaviour.

(13) Provide continual, informal, positive feedback to individual children. Consider the children in terms of themselves, rather than on the basis of what they are able or unable to do.

The Teacher's Self-image

A major problem for teachers seems to be two-fold:

(1) behaving as a normal, natural human being with an emotional, physical, and intellectual life;

(2) making one's behaviour in the classroom agree with one's convictions and ideas about education and children - in other words, avoiding divergence between the open and the hidden curriculum or between conscious and unconscious teacher behaviour.

As teachers, it is our duty to take time to:

(a) offer our students humaneness and respect for the listening ear and a seeing eye;
(b) relate to our students;
(c) allow the students to see us in a helping role;
(d) accept a child for who he is and where he is;
(e) realize what we think we are doing and what children think they are doing;
(f) tell the students alternatives rather than teaching values;
(g) react to situations that result in low staff morale;
(h) refrain from labelling a child, giving him a negative self-image;
(i) avoid faults or superficial assumptions.

Point (i) was discussed in some detail. Teachers as people have sets of assumptions with which they function in schools in relation to their students. These assumptions - conscious or unconscious - are manifested in the overt behaviour of the teacher in the classroom. They may be surmised by observing such things as the way the teacher organizes the classroom, the methodology employed by the teacher to foster learning, the way the teacher interrelates with children both in groups and individually. Sometimes these assumptions are subconscious, causing many teachers to speak much differently from the way they teach or behave.

The first assumption often made by teachers is that children enter school knowing virtually nothing. Children are viewed as empty potential adults who require filling up and proper training if they are to become good and worthy members of society. The empty vessel assumption by its very nature dictates a direction for action in certain forms of behaviour. The teacher decides what knowledge in terms of content, skills, and behaviour an average child should contain, achieve or elicit. Given the quantitative decision, an attempt is made to determine aspects such as pacing, sequence, and method of presentation which are most conducive to the achievement of the goal. Unfortunately, the vessels tend to leak. Most teachers beyond the kindergarten level allot a substantial amount of time at the beginning of each new year to re-teach and/or review the material taught the preceding year. Thus, by the end of the first month or so, the content of the vessels has been replenished to the level achieved before the summer leakage.

The second assumption stems from a theory of human nature which has its roots in religion. Children are to be seen as being, by nature, bad, i.e. their spontaneous impulses are to be distrusted. They cannot see what is true or good for themselves. Children should be directed in all that they do, told in detail what to do and how to do it, kept busy, and trained in obedience to such direction. By combining the first and second assumptions, the view of the child is altered to the extent that he is not only an empty vessel but also one that resists filling. Thus, the course of direction is again suggested: if the children are going to resist being filled, they may well have to be force-filled. (The types of force applied vary from subtle, non-verbal communication to physical, corporal punishment.) If one does believe children to be bad and if one makes arrangements to combat this badness, then what happens confirms one's expectations - bad children will be reluctant to learn, as it turns out. In the main, teachers select what might be termed a motivate-teach-drill-test-reward course of action. As long as children are able to indicate that they have learned, they are rewarded in forms ranging from smiles to stars and presents to percentages.

Inherent in the first two assumptions is a feeling that basically, and ultimately, the needs and best interests of all children are the same. Until very recently, children who did not progress to the pre-determined level by the end of the school year were said to have failed. Some schools still maintain this practice. Some require only repetition of the specific area failed, and some permit the child to maintain his individual rate of slower progress. Regardless of which system is employed, the fact remains that the child must be filled to a specific level before he is permitted to enter a higher level institution. Equal to all of the preceding is another assumption: since the teachers and the texts they use are the unquestionable authorities on both children and knowledge, they cannot fail to teach; only the child may fail to learn. The failure of the child to learn may result from any number of possibilities, such as his being by nature bad and therefore unwilling to learn, a physical or mental disability, or perhaps an impoverished home environment.

Another assumption involves the self-image of the teacher. Teachers frequently see themselves as trained technologists. They do not see their role as one in which they may, let alone must, convey their human characteristics. Teachers are to be devoid of feelings or emotions save those related to maintaining discipline and achieving the established goals. These few permitted feelings are thus necessarily negative in nature. Children are often shocked when some accident allows a little bit of humanity to show through the façade.

Dealing with a Student's Low Self-esteem

Has this student been offered some of the following: identification? interest in extra-curricular activities? opportunity for creativity? a chance to see the relationship of school with the outer world? flexibility in his time-table? constructive ideas for use of leisure time? a program with which he can cope?

The Multiplicity of Models for the Development of a Self-image

The teacher and the students should be aware of and should study the values, effects, influences, strength of the following behaviour-modifying agents: the teacher; peers; parents; television, particularly with its advertising and its violence; curriculum innovations; classroom organization; sexual expectations, particularly in the development of pseudo-sophistication. One model imposed by some of these agents is that of the competitive student and adult. Often competitiveness is stressed to the point of over-competitiveness and is the result of being labelled a failure. Collaborative learning rather than competitive learning is a necessity in a nuclear society. Although competitiveness is innate to human beings, it should not be developed or stressed; it should not be structured into the program. Also, failure is a part of daily life. It should not be stressed, and it should not have horrendous results, e.g. missing a whole year. It should not be the product of teacher or parent over-expectations. Failure can be positive. If a pupil fails a task unobtainable by himself, but realizes that he needs and can get help, then this failure is positive. Questions that teachers should ask themselves are the following: Is competitiveness a necessary evil? Are we developing students who are afraid to risk failure?

Another model which used to be imposed but which is changing is the work ethic. Given the short work week, rising unemployment, the growth of leisure time, and the development of more and better computers and machines, teachers should stress the happiness and pleasure of doing a job or doing something creative.

Personalization and humanization of the school and the classrooms should lead to healthier images and self-images for teachers and students.

GROUP 7

Children with Special Needs

Leader :	A. Lorne Cassidy
Recorder :	Lawrence S. Power
Consultant :	Douglas Mackey

Since this group was concerned with children with special school needs, and since it was felt that these children could be found in any classroom, in any program, and that the key to success for these children in many instances was some form of integration, the group decided to remain integrated for all of its deliberations.

The following topics were those which held special interest for the group with regard to children with special needs.

(1) "Can" or "should" - the teacher function as an agent of social change in:
  (a) introducing skills for living;
  (b) causing the child to move in advance of society, e.g. political awareness.

What is the role of the school principal in acting as an agent of social change?

(2) Teacher training - What changes should be made in pre-service or in-service training to develop the teacher in working with children of special needs?

(3) What are the needs of special children, e.g. early diagnosis and prescription?

The teacher is always the key. Each teacher should have the ability to diagnose a problem. There is always the possibility that a teacher dealing with special children will tend to become overspecialized.

(4) What are the important curriculum needs for special children in terms of relevance to their situation and the problem of the school lagging behind society in approaches to their needs.

(5) Integration: (a) What are the methods, criteria, validity of integration?
  (b) Do we neglect certain children by integrating?

(6) Is there true educational equality for all Ontario children?

(7) What are the types of support services which a teacher of special education should expect, e.g. smaller classes, aides, Ontario resources, smaller pupil-teacher ratios?

(8) What is a typical in-class day with special children?

(9) What should the priorities be of the teacher? How many roles can she be expected to handle, e.g. social worker, guidance counsellor, tester, surrogate parent, etc.

(10) How can teachers be relevant today?

Can or should a teacher function as an instrument of social change?

This was the first topic handled by the group.

There was a definite opinion that teachers tended to change the behavioural characteristics of children by personal influence. As a result, there would always be a tendency towards social change. There was some difference of opinion as to whether or not a teacher should set out to change a child's habits overtly, often setting him in conflict with his community or home.

Where a school is oriented around middle-class values, the insistence on those values in the school may set up a dichotomy in terms of the child's reaction to his home when other values are introduced to his experience, e.g. mother a prostitute, parents on welfare, etc.

It was felt that schools should decide on certain aims and work towards those aims, even if these did introduce conflict in the child's situation. Only by introducing an alternative set of values or by exposing a child to other values can he be given any appreciation of the world outside his home situation. When middle-class values are presented to a deprived child, such a child can make alternative choices in life.

Schools should be prepared to use every type of learning experience - books, excursions, movies, etc. - to expose the child to other life situations.

What are the needs of the child?

Every child must be provided with a good self-image through the medium of the teacher and the school. Every child must have opportunities to develop skills in social situations. A child must learn self-direction and must have acceptance by the group if he is to function in a school setting. This last might be referred to as "love". Every child must experience success in varying degrees. He must learn methods of communication with others. Each type of child must be exposed to vivid experiences where he may be acquainted with the experience of other life-styles. There will be a need for him to learn discrimination so that he may be prepared to make choices for life. Schools should provide occasions for him to develop self-understanding or self-awareness. Each individual must have the opportunity to engage in some form of physical activity (within the limits of his ability) which will develop a healthy body. The school setting must provide the security which he may lack in his home environment, the stability which he may not have. Above all, a child must learn survival techniques which will allow him to cope with life in his environment.

Curriculum needs of children with special needs

This topic was introduced with a discussion of whether or not we have scientifically provided materials for special children's needs. The feeling of the group was that there is a great deal of material available: materials for learning disabilities; graded materials for slow learners; speech exercises; etc. One of the problems appears to be a need for the organization and classification of this material, if it is to be at all relevant to the curriculum. In addition, although larger centres may provide handbooks which would give ideas for the use of these materials, it is unlikely that this help is available in smaller centres. There exists a need for the preparation of handbooks which would explain the various teaching techniques and how to use the available materials. Although such information may exist, it would be necessary to consult many sources for it, and since a teacher's time is limited, it is highly unlikely that she could find the time to bring the material into some sort of uniformity for use. It was emphasized that a technique or material which works for one child on a particular day will not be of specific use at another time, for another child.

Recommendation: That the Ministry of Education attempt to provide handbooks which would list the materials available in areas of special need and attempt to provide suggestions for use.

Further to the curricular needs of special children, the group attempted to define specific areas of need of varying types of children. Some of these needs may be social, economic, or nutritional, and these must be met, if a child is to function in the curriculum.

N. B.

(1) Certain groups, such as native peoples and ethnic groups, have cultural needs through their own language and customs, and the curriculum should be relevant to their particular group. It is especially important to allow these groups to have pride in their cultural heritage.

(2) Transient children and mobile groups such as children of employees moved across the country by companies will have to have special reinforcement in the curriculum. Federal government co-operation would be a must in this matter, since these children often move across provincial boundaries.

Foster children and children in group homes for the emotionally disturbed also need special curriculum arrangements.

What is the prime function of a teacher?

A teacher must create a whole environment for learning. In some circumstances, she will instruct in those skills which result from a training process. In other situations, she will be an educator, leading the youngsters to learn more of the world around them. At all times, the teacher must be a motivator, not only for the children, but also for the parents and the community. In this role, she will also have to establish good public relations with the parents. The classroom teacher is the prime referral agent through whom the special needs of school children are identified. The role of the counsellor or guidance person will also be adopted by the good teacher and cannot be divorced from the other roles which she fulfils.

Finally, whether or not a teacher likes to appreciate this, she will be a model of a certain type of life-style - copied in dress, manner, and even thought by the child in her care.

Types of support services needed

Each school needs a person who can act as a co-ordinator for children with varying types of special needs. This person might be the principal, the vice-principal, a guidance officer, or a special education resource teacher.

All personnel outside the school who have a bearing on the child with special needs would work through this co-ordinator. Psychologists, social workers, program or educational consultants, speech pathologists, public health nurses, the Childrens' Aid Society, Big Brothers and Sisters, voluntary workers, or paid para-professionals are some of the types of personnel whose aid can be enlisted in helping the child with special needs. It is especially important, however, that the varying approaches to the child be co-ordinated through one person at the school level.

Are there students whose best interests are served by segregation from the mainstream?

Yes, there will always be a number of children who cannot be properly helped when they are kept in regular programs or regular classes. In addition, such specialized schools as vocational schools or maintenance centres may always be needed for children with specialized problems. These schools or classes place the child in smaller and more personal settings, with special staff and resources, and with relevant courses.

These special schools and classes will always be needed to provide an additional alternative for children with special needs when they are unable to cope in regular situations.

Partial segregation may be useful for children whose special needs derive from the fact that they belong to a special cultural or language group. In order to preserve this culture or language, full segregation might be a must; however, this will not be segregation as it is normally understood, as they will be with children of their own culture or language. It should be realized that to be segregated is not necessarily to be unhappy.

GROUP 8

Changing Role of the Teacher in Society

Leader :	Murray Juffs
Recorder :	Dick Van Vliet
Consultant :	Janet Russell

To a large extent, the teacher himself decides his role in the society of the school and its surrounding community. The nature of the role will vary with the individual's perception of the role and the community's expectation of the role.

With the apparent general decline in the influence of the home and the church in society, the school and the teacher have taken on added social responsibilities. The school is the place "where it is at" for the majority of young people. More counselling and social work is now done at school, and the teacher is less isolated from the community than in previous eras.

The changing curriculum dictates that teachers not only keep abreast of new developments in their particular subject area, but also that the new knowledge be related to present-day situations in which the student moves, i.e. it must be made relevant. The teacher's involvement in curriculum development leaves him with a day that does not end when classes are dismissed. More mutual support and dialogue between teachers occurs because of the mass of knowledge which needs to be processed.

In the classroom, the teacher is an organizer of learning resources and individual student counsellor in his subject area, rather than being the imparter of knowledge. With the loss of cohesion in the school which has been brought about by the credit system, methods have to be developed to recapture the student interaction and interpersonal relations which were present in the more structured school and the rural school.

The teacher's role in the community is changing in step with changing conditions in our society. However, in the one-to-one teacher-pupil personal interaction that takes place between a good teacher and an inspired pupil, no change will probably ever occur.

GROUP 9

The Impact of Behavioural Sciences

Leader :	Geraldine Channon
Recorder :	Lesley Gore
Consultant :	E. Gene Morosan

The question of whether the behavioural sciences have had an impact on education in Ontario schools led to a discussion of what is meant by the term "behavioural sciences". People described it variously as referring to an attempt to change attitudes about how children learn and develop, to gain understanding of the dynamics of interactions between staff members and between students and staff, to become cognizant of how different systems of education create different problems, and finally to individualize curriculum and humanize our approaches to children. It also refers to actual courses such as Man in Society which are being taught in schools. Although members in the group differed in their opinions and came from various school boards throughout Ontario, there was general agreement that they were being influenced to some degree by the behavioural sciences. Nevertheless, a number of persons felt that:

(1) behavioural science exponents have not been specific enough in defining the classroom applications that their profession has to offer;
(2) the uses of the behavioural sciences have not yet acquired respectability since they have not shown conclusive evidence of their viability in the school system; and
(3) there is a gap between proposed methods of action handed down in the form of ministerial directives and what actually takes place in schools.

A major discussion took place on the pros and cons of the credit system, of individualizing students' programs, and of obtaining diplomas. Some participants felt that the pendulum has swung too far in the direction of freedom of choice, with the result that too many students take social science courses because these are less demanding and easier to get credit for than basic science and mathematics courses. Others supported the program as a refreshing change from the practice of compulsory subjects which often contained little relevance for the particular student. Some group members claimed that students often take longer to complete their requirements for a diploma under the credit system than under the old system.

A number of suggestions were made and generally agreed upon during the three sessions:

(1) make directives which are issued by the Ministry more explicit in their intent;
(2) introduce more behavioural science courses for administrators and principals, since these persons are powerful in a school system and since it is difficult to bring about change in attitudes and actions if these people have not had exposure to this study;
(3) help teachers to re-examine their attitudes toward child development and learning and their role in this process;
(4) implement research to investigate the success and failure of the behavioural sciences in the educational system;
(5) make greater attempts to break down the elementary/secondary dichotomy in Ontario schools with particular reference to salaries, qualifications, and male/female roles; and

(6) bring about greater reciprocity across the provinces with respect to both teacher and student credits for entering professions and institutions of learning.

Other topics discussed at random included: the role of parents and the community in education; problems and solutions to drinking and policing at school dances; Russian education and the behavioural sciences; and the positive impact of the trip to China taken by a group of Hamilton students.

GROUP 10

Television, Radio and Press

Leader :	Donald Whillans
Recorder :	Gerald Levert
Consultant :	Dr. Vera Nowakowski

Media was defined as "messages from the environment". Discussion centred around the use of television. Although it seemed to be used effectively, it was not necessarily felt to be a good thing. Most of the comments assumed we were talking about commercial television; educational television was virtually ignored. Due to a lack of exposure to educational television, few of the group members knew what it is like. This was blamed on poor facilities, lack of video-taping, and teacher ignorance.

Many in the group thought that a commercial approach to educational television ought to be taken and that commercial gimmicks could improve it. It seemed that present programs are suffering from a bad image from the past. Although many of the old criticisms do not hold today, teachers are not giving school programs another chance.

Teachers should emphasize critical viewing of the information presented to the pupils. It would help if the pupils could understand the process of programming, i.e. editing to produce a film not consistent with the concept of the total filming.

School newspapers were thought to be valuable. The question of censorship arose. If any is done, the culprit usually is the principal. Some group members thought that certain things "of value" ought to be protected, e.g. topics such as proper language and photographs.

The group then talked about the influence of commercial television on pupils. It would seem that Laugh-In characters are more important to pupils than historical figures. There was a general feeling that television had improved its content over the years, e.g. in such areas as increasing our awareness of pollution. At fault are the seductive methods used by television and the value system which states that "to be successful you have to smoke Viceroy".

In schools the hardware has to be easily accessible. Teachers will not move to get equipment; it has to be within arm's reach. A lot of teachers are also afraid of hardware, and technicians may be needed to run it for them. Today, equipment design seems to be far in advance of teacher knowledge, and experts may be needed to run it. Unfortunately, effort is needed in order to use equipment effectively. One opinion was that many teachers are lazy; some will not move an inch if they can just get by.

There would seem to be a definite need for in-service education in this area, and possibly retraining of teachers. Teachers have to become more aware of what is being offered through the media. In the near future, with the present budget restrictions, it will be difficult to replace present equipment, not to mention keeping abreast of the times.

Through the various media, teachers are able to take a better look at themselves. Most members of the group had a rather bleak view of the teaching profession, feeling that teachers as a group are rather weak. They seldom get into the community, seldom write letters, are not professional in the true sense, never belong to service groups, and are "damn smug". As a profession, teachers have become ingrown. Most of them could profit from an extended leave away from teaching.

As preparation for the future, teachers should teach pupils how to learn, to adjust and be flexible, and how to use technology. Teachers are changing more slowly than pupils. Teachers should provide the optimum experience today for their pupils as the best preparation for tomorrow as they don't know what tomorrow will be. A knowledge of the media will always help the learner.

GROUP 12

Film

Leader :	Barry Duncan
Recorder :	Doris P. Fennell
Consultant :	Don Torney

The members of this group were drawn from many sectors of the education field, representing a wide variety of interests and experiences in the use of film in schools.

The following agenda, drawn up by the group, was used as a focus for discussion:

(1) Film appreciation, approaches to the use of film, use of film in various subject areas and at different age levels, e. g. use of film with primary children.

(2) Student film-making.

(3) Available resource materials including human resources.

Film Use in Schools

The group leader brought several films which sparked discussion and helped illustrate points members wished to make. The film "The Sixties" led the group to the following conclusions:

(1) No film is objective - lighting; shots such as angles, close-ups, etc. and, of course, editing, exert tremendous influences on one's perception.

(2) Everyone sees his own film. We often assume everyone sees the same film, but one's perception depends upon one's experiences or what one brings to the film.

(3) Large groups or classes are detrimental to good discussion following film showings.

(4) Students need to learn to make critical judgements about film. There tends to be a more willing suspension of disbelief with film than with other media.

(5) Film is a different art form than television. Both the filming techniques and the impact are different.

(6) Many films are effective for a variety of uses and can lead into many types of follow-up activities. "The Sixties" for example, could lead into a comparative media study in which students examine how news events are reported by various media and the differences in impact of these media.

(7) The film, "Sky" , a very different type of film, led to a discussion about who should be the judge of what children see, hear, and read. Does the teacher have a right to make known his own personal opinions and biases? What is the teacher's role in discussions following film-viewing?

The general feeling of the group was that the teacher must respect the opinions, values, and ideas of the students he teaches and of the community in which he teaches. This does not imply censorship but consideration for others. It is important that each board establish preview committees to preview and evaluate films. These committees should draw on the wide variety of experience and expertise available in the area.

The two films shown led naturally into a discussion of the use of films in schools. With young children, film use was seen as part of the total educational program. With older children in elementary school and with secondary school students, it was seen as part of the total learning program, but also, if desired, as a special unit in which students study film as an art form and learn more about the language of film. This, of course, need not be separated from all film use.

During a discussion on how to get started with a special program on film study, the following points were considered significant:

(1) Plan the program in detail so that administrators will know your objectives and where you are going.

(2) Give the administrator information about the program so that he has the material he needs both to understand what the program is and to support the program if he is called upon to defend it.

(3) Visit other schools with your administrator to see film programs in action.

(4) Involve administrators in the program.

(5) Screen education must be presented as a valid study and not as "soft education" or a new bandwagon.

Film-making

Film-making by students was a topic of special interest to the group. Experience varied from no experience in student film-making to fairly extensive use of this with students. The experience of film-making was described as liberating and open-ended.

Film-making was also seen as a method of personalizing education. A student may use this medium to make personal statements about ideas of interest to him. The most interesting programs are those in which the activities of film-making serve a variety of educational purposes.

The group generally felt that there were many differences between elementary and secondary schools which influenced the blocks of time students could devote to film-making. Forces in the elementary school were seen as pushing people into working together and as breaking down subject disciplines. In secondary schools, it is often more difficult for students to have blocks of time sufficient to carry on effective film-making programs. These barriers, however, are being overcome in many schools.

Several types of student productions were discussed:

(1) 8 mm. films;
(2) animated films using a single-frame 8 mm. camera;
(3) abstract films made by painting or scratching on exposed 16 mm. film;
(4) television productions by using a portable video recorder;
(5) multi-media productions in which students put many media together to form a production;
(6) editing of existing films such as discarded films or extra footage.

Resources available

The last major topic discussed concerned the resources available to help teachers who are interested in developing film education courses, in integrating film with other learning programs, and in getting started in student film production.

The group leader brought samples of each of the following books which he considered of help in screen education:

Denley, David, ed. Film 70/71. New York: Simon and Schuster, 1971.
An anthology by the National Society of Film Critics.
Feyen, Sharon, ed. Screen Experience, an approach to film. Dayton, Ohio: George A. Pflaum, 1969.
Huss, Roy, and Silverstein, Norman. The Film Experience; elements of motion picture art. New York: Harper and Row, 1968.
Ministry of Education, Ontario. Screen Education in Ontario. Toronto: 1970.
Slade, Mark. Language of Change; moving images of man. Toronto: Holt, Rinehart and Winston, 1970.
Voelker, Francis and Ludmila, eds. Mass Media; forces in our society. New York: Harcourt and Brace, 1972.

Periodicals:

Cinema Canada
Interchange, Ontario Institute for Studies in Education
Screen, National Film Board
Take One

The concluding suggestion was that there should be a follow-up to these valuable discussions on film use, film production, and screen education. The members of the group wanted workshops and information exchanges for classroom teachers so that teachers could overcome their fears, insecurity, and reluctance about film use and film production.

GROUP 13

Printed Materials

Leader :	Michael Roberts
Recorder :	Sheilagh Dubois
Consultant :	Dr. Mel Edwardh

The group was small in number, comprised chiefly of representatives from publishers; unfortunately, there were neither classroom teachers nor students present to give their views on the relevance of printed materials in the curriculum.

During the group's two days of discussion, many questions were raised and many topics explored, both superficially and in depth. Although the discussion did not follow a clear-cut pattern from beginning to end, there were themes which kept recurring throughout. In essence, the following report has taken the main strands and fitted them into a structure in an attempt to present the discussion in an organized - and hopefully more readable - form.

Is the textbook necessary?

The consensus of the group was that a textbook - or "core referant" as the consultant preferred to term it - is necessary.

Many factors were examined in the course of the group's discussion on the textbook: individualization of education; discovery method; reading level of students; multiplicity of courses; education for today or tomorrow; relationship of print and non-print materials; censorship.

The 1960's saw individualization as the chief trend in education. As a result, there was a move away from educating within strict subject disciplines: English gave way to Language Arts and the discovery method came into vogue in science. A great diversity and multiplicity of courses emerged.

Publishers have tried to keep pace with these developments, producing more and more print materials so that the available textbooks would be relevant to the courses. The variety of texts now on the market has broadened to include sourcebooks and collections of case studies; poetry books contain lyrics from popular songs - all in an attempt to provide material relevant to today's students.

One of the group members, a school librarian, mentioned that the reading level of students seems to be lower than in the past and that students generally are reading less at a time when more money is being spent on resource centres than ever before. In order to capture and retain the interest of students, it is therefore necessary to use a variety of material in conjunction with texts; records; tapes; video-tapes; projectuals; films. Nevertheless, the basic educational tool is still the printed word, for it can be referred to again and again. Even the discovery method must build on a factual basis, and the textbook provides this.

What, then, should the textbook or core referant contain in order to be relevant for students? Do we educate them for society as we know it or as they will know it? Educators are not seers. Hence, the best plan would seem to be to teach students problem-solving; to develop rationality, logic, and a critical faculty so that they will be able to cope with any situation which may arise. There are universal truths and eternal relevancies which can form the basis upon which to build. This will allow a study of the past and its relationship to the present, enabling students better to understand the future.

Yet some printed materials which are being used in our classrooms and to which students relate well are frowned upon by the students' parents. (Catcher in the Rye was cited as an example.) This raises the question of censorship. It was felt that it is necessary to recognize the rights of the parent vis-à-vis his child in this regard, i.e. if a parent objects to a given text, replace it with something acceptable. Hopefully, the teacher will develop a sense of good taste in his students, thus obviating the problem.

Teacher participation and consultation in text preparation

How are educational materials generated and initiated? There are, of course, some teachers who submit manuscripts to publishers, but it is more usual for the publisher to approach a teacher or teachers to produce materials in a given area at a given level. There are several reasons for this: there are few teachers who are willing to give large portions of their leisure time to produce a manuscript on a purely speculative basis; once this manuscript is produced, it may not fit in with any publisher's program and, although a valid work, may need complete rewriting to be assured of publication. Therefore, publishers prefer to approach teachers to prepare materials for them. In Ontario, publishers are continually meeting with Ministry of Education people regarding curriculum revisions and new course guidelines as well as with teachers throughout the province regarding areas in which new materials would be relevant. (Elsewhere, i.e. in B.C. and Manitoba, the government sets out detailed specifications for a given course and asks publishers for submissions.) Thus, the publisher determines the area in which he wishes to publish and sets out to find teachers to be the authors. Frequently, it is a question of a team of authors, as many educational publishing ventures are multi-level in nature. Such a team must be well-balanced, with a membership which possesses writing competence, scholarship and teaching experience. Preferably, the team combines both maturity and youth in a harmonious balance.

After obtaining an overall view of the requirements for materials, how does the publisher decide what to publish, i.e. how innovative can he be? The answer to this seems to be that the publisher will undertake to produce materials which are somewhat advanced over those being requested in order that these materials will still be relevant when the publishing process is complete. If the materials are too innovative, they will not be well received and will therefore be wasted.

In order to ensure the proper use of materials once they are available, publishers have workshops for teachers. These are of two kinds: pre-purchase and post-purchase. Thus, a teacher may attend a pre-purchase workshop and decide for himself whether or not given materials suit his particular requirements; or, on the other hand, he may purchase the materials and then attend a workshop on how to use them.

Given the great variety of courses now available and the fact that courses developed in individual schools may be approved by the boards concerned, materials are frequently developed by a group of teachers at a particular school. In this regard, the group leader mentioned a course which he - together with his department heads - developed last year at a vocational school in Scarborough. The course, Urban Survival was aimed at the graduating class and dealt with topics such as insurance, consumerism, marriage, etc.

One member of the group wondered if there might be some Canadian foundations which would follow a similar practice to that of American foundations which develop educational materials through field-testing and in turn sell these materials to publishers. Does this process result in better products?

Incentives for authorship (a) to teachers

At present, there is no attempt on the part of government to help develop quality materials for education in Canada. Part of this problem undoubtedly stems from the fact that education is a provincial rather than federal area of responsibility. Nevertheless, the group felt that there should be an agency similar to the Canada Council which would promote the development of these materials by providing funds for the authors of educational materials.

In addition, it was suggested that such authors be given paid leaves of absence or sabbaticals to produce these materials. Canadian creative talent in the field of education needs encouraging. Authors now must write as well as teach, thus giving up most of their free time, writing in the evening and on week-ends. Quite probably, the quality of Canadian educational materials would be improved if authors were given time off to do nothing but write.

(b) to the publisher

Publishers also could do with financial aid, as they are producing materials for a relatively small market and, regardless of the size of the market, the product must be good. At what point in the publishing process should government funds be forthcoming? It was felt that such aid should be provided at an early stage so that the integrity of the publisher would not be compromised.

Cost, Longevity, Practicality

Years ago, textbooks could be handed down from brother to sister, with a life of 8 or 10 years; now, it is usual for a text to have a 3-year life span. This decreased usefulness is due in large measure to a desire for educational materials to be relevant and up-to-date; nevertheless, it raises an important concern - cost.

Cost is a primary consideration from both the publishers' and trustees' points of view. To the publisher, it means he must make his profit in a shorter period of time; to the trustee, it means continually supplying new texts out of taxpayers' money.

Further compounding the issue is the ever-increasing number of courses being offered for which printed materials are required. Many of these courses have a small enrolment, perhaps only a few hundred students, if that. Thus, it is becoming more and more difficult financially for the publisher to supply all the necessary texts, for his own costs require him to publish thousands of copies of a given text in order for the venture to be successful.

Perhaps publishers should limit themselves to supplying materials for specific areas if the supply is to meet the demand. Perhaps too the government should step in with financial aid to publishers as discussed above.

Material other than in book form

The group touched briefly on the topic of materials other than texts. Trade publications, magazines, and newspapers were cited as source materials. It was generally felt that print is the primary learning material and that non-print materials complement print but are not able to stand alone.

In this connection, the question of what percentage of these materials should be Canadian was raised. The answer: as much as possible, but it was agreed that it would be chauvinistic (and financially unworkable) to use 100% Canadian materials if good and acceptable materials were available from outside the country - provided these materials are relevant to Canadian students.

Conclusion

The group did not formulate any recommendations as such. Its conclusion, implicit rather than explicit, was that printed materials in some form will continue to be the basis of the curriculum and that their content and format must be relevant to the students and teachers who use them.

GROUP 14

Inter-cultural and Inter-racial Studies: Education in the Global Community

Leader : Prof. Richard Bowles
Recorder : Eleanor Kerfoot
Consultant : Wilma Skinner

The group spent much of its time discussing the education of, and the situation of, the North American Indian. From this discussion, some issues arose that relate to inter-cultural and inter-racial studies in general around the globe:

(1) Is a person a problem because he is different?

(2) How does ethnocentricism affect the way we relate to others?

(3) Racial and cultural differences seem to be a threat if we are not fairly secure in ourselves. It is important always to "feel good" about oneself, even though self is changing and needs to be re-examined often.

(4) To what extent can a person use the methods of one culture to assist, support, or help another cultural group?

(5) Are field trips effective in changing attitudes or are prejudices emphasized if people who think they dislike each other are put together?

(6) A minority takes its culture along. One experiences a quite different feeling if one looks at the encircling society as a member of a large group, rather than if one peers out at it as a member of a minority group.

(7) "Native studies" include the values of the peoples concerned as well as historical, geographical, and social aspects of their culture.

(8) Teachers must teach for human understanding. We must learn to accept people for what they are and not try to impose our own particular values upon them. Teachers must not ignore the consumer of their product, i.e. the student, and they must realize that a familiar frame of reference facilitates and promotes learning. They must also make sure that their teaching is accompanied by learning, that education in their classroom is a two-way street.

(9) Educators must not cut off the school from the home and the community.

(10) Teachers going away to study and teach in another culture are usually prepared to some extent for the cultural shock awaiting them, but a cultural shock awaits them upon their return home too. The person who has been away has had an experience the others at home have not had. How does this affect the way the one returning feels towards the people "back home", and how do the people who have not had this experience feel towards the one returning?

This last question also relates to the Canadian Indian and the similarity of his situation when he returns from a school away from home. When Indian children leave home and go to Grade 9, they are expected to be at a given point in the educational process, no matter what the cultural shock or adjustments facing them. There are too many "time" factors, too many things to which Indian children must adjust, with the result that many of them do not succeed in Grade 9.

If it is worth educating the Indian - or anyone, it is worth doing well. The way non-Indians look at Indians affects the way Indians look at themselves. Indians should be allowed to learn at their own level, e. g. perhaps beginning with reference points familiar to them, then introducing them to other areas with which they may not be familiar. The teacher needs to have a keen interest in the people he is teaching.

Indians are defined legally, politically, and socially, so that there are impediments to their choice - making ability, e. g. the epithet, "drunken Indians". People tend to behave in a way that is expected of them, and there is data to support this with regard to Indians and alcohol. Nevertheless, Indians should be given the opportunity to make their own choices, to act or not to act. The decision should be theirs.

The final session was spent looking through two kits of teaching materials designed for teaching for human understanding, emphasizing media other than print, and encouraging an inquiry approach to the learning situation. It is hoped that teaching groups will develop their own multi-media materials using these boxes as a jumping-off point. Insofar as Indians are concerned, there are many cultures amongst them. Therefore, we must avoid generalizations, and any study which is developed should be pertinent to our own area of interest as well as being useful in stimulating interest further afield.

The group was encouraged to examine the following questions with regard to inter-racial studies:

(1) Peers know one another; do teachers know students?

(2) Who is teaching? What? To whom? From what bias or vantage point?

(3) Although no clear-cut answers arose, there was probably a change in each delegate. What change?

C. ALTERNATIVE MODELS

GROUP 15

Why Alternatives? (Aims and Objectives of Alternatives)

Leader :	Harry Smaller
Recorder :	Mary Amyotte
Consultant :	Dr. John R. McCarthy

Why alternatives?

During the past few years, more and more students, parents, and teachers have been searching desperately for alternatives to the public school system, frustrated at what they perceive to be regimented schools, unsympathetic administrators, and teachers caught up in the constraints of the system.

On financial grounds alone, drastic changes will be required in our educational system. In addition to expressing concern about costs, government officials and taxpayers alike are insisting on the accountability of our educational institutions. On one hand, the students in the schools are telling us they do not like what we are offering them; on the other hand, the taxpayers are accusing the system of extravagance, isolationism, and non-relevance.

The OACD Conference is not meant to reach conclusions; rather, it is intended to have the individual reach his own conclusions. Therefore, the group centred its discussion around the kinds of questions from which many issues emerged.

I. The problem of determining and carrying out aims and objectives for any system

(1) Is it possible to determine aims and objectives at all, given the elements of constant change, the diversity of people's concern, and the gap between the people determining the aims and objectives and those for whom they are being determined?

(2) If it is possible to determine aims and objectives, which ones are important and in what order of priority?

(3) Determining both the paths to reach these aims and objectives and those who determine these paths.

(4) Evaluation process - the problem of determining if and when these aims and objectives have been reached, and if not, why not?

II. The problem of separating symptoms from causes, if there is failure to reach objectives.

III. What do we mean by alternatives?

(1) Innovation within a given class or department or program or school?

(2) Twinning programs within one given school - both conventional and alternative programs?

(3) Twinning schools within a given system, e.g. Thornlea and Aurora High Schools in York County?

(4) Alternate school funded by, but separate from, any existing system?

IV. The selection of appropriate alternatives

Who decides on the suitability of various alternatives to special situations? The possibility of using H. S. 1. and other Ministry guidelines in grafting together an innovative program should be considered, or is more radical curriculum change required?

V. The problem of resources

(1) Are existing buildings suitable, i. e. can alternative programs be provided within present structures?

(2) The problem of teacher training for alternative methodology.

(3) The problem of existing professional "bias".

(4) The problem of existing administrative "bias".

GROUP 16

Free Schools, "SEED" Type Programs, Private Enterprise

Leader/ Recorder :	Kay Repka
Consultant :	Calvin Brook

As the group leader was not present at the beginning of the group sessions, we began by letting the students tell us about their schools - Superschool and SEE - helped by questions from the group and supplemented by comments from the students from regular high schools. Much of the same ground was covered as that covered by Barry Duncan in Assembly C, though it was clear that some free schools are much less structured than SEE School.

SEED and Superschool

In the afternoon Leona MacKenzie, a teacher from SEED, was kind enough to give us more background on the development and operation of SEED. The acronym stood originally for Summer of Experience, Exploration, and Discovery; it was started as a program for students who did not have anywhere to go in the summer. When it was continued evenings only in the winter, the first "S" was retained, but stood for Shared. The Toronto Board of Education was later convinced to finance it as a day-school, with four full-time teachers, for English, Mathematics, French, and Science. There are now some half-time teachers as well.

Some of the teachers found that SEED was a traumatic experience, because of the attitude and language of the students. Leona gives no regular classes. At the beginning she sat back and waited for the students to come to her; after the Christmas holidays there was a pile of work for her to mark. Usually they come to her singly, wanting help with individual difficulties and wanting her to mark the work they have done. She introduces catalysts (resource people) to the school, and those who want to learn in their particular subject area can go to them. If the student has done sufficient work in a subject, the core teacher and catalyst co-sign to grant him a credit. No work - no credits. Transcripts can be arranged for employers who want them. Not all students could work well in SEED, but some who would not have stayed in regular school have done fantastically well. This year there are 120 students. Many are interested in environmental architecture - large groups assembled to listen to mayoral candidates, architects, town planners, etc. There may be no one there in the morning, but a drama group may start at 3:30 p.m., with an actor to help them, and continue till 3:00 a.m.

General discussion followed, in which more questions were asked of the students. Superschool was started by students, some of whom had been in Rochdale before. They arranged exchanges with Everdale, where the students had more scope for doing - they built barns, had a garden and animals, so that the ongoing responsibilities gave them some structure. The de-schooling of SEE School, as a result of the influence of Illich's theories, involved visits to Channel 19, which allowed the students the use of porto-pack cameras on loan, two days a week teaching at Alpha (elementary level) in arts and crafts (for a student whose main interest was art), tutoring at St. Paul's Separate School (junior); film-making at Rochdale. A typical day might start with medieval history, then a class in satire, in which the students listen to records and write their own satires. English involves going to see plays, and much use is made of the CBC, U of T, and the mass media. Records are kept of the courses offered and who is enrolled in them. Much time is spent in the common room, where there is stereo and food, and where one can read or rap. Sociology usually involves getting out into the community.

London Free School

The free school in London was started by parents who hired a teacher who had been dismissed by the Board for his free-wheeling habits which did not fit their requirements. Fees were $500 a year. The second year, the Board rented the school a house for $1 a year, and the next year a larger house. There are about 25 six-to-twelve-year olds attending, with one full-time teacher, a few half-day teachers, and some volunteers. Funds are an urgent problem, and the school is trying to get more support from the Board.

Some of the students found that it took a long while to adjust to the free structure, e.g. not 40-minute classes, but anywhere from a 5-minute session with one student/one teacher, to an all-night session of play production or music.

Contact

Contact is a school which has been started to provide for dropouts anywhere from 16 to 24 years old. At present it is a night school, but hopes to get board support to get day-time premises. The students are free to work out their own courses from a wide choice, and to criticize widely.

Alpha

Alpha is a community-minded free school with about 90 children from K-12-year-olds, with three teachers. At present it is very much involved with serious problems of space and staff, but it is obviously very good for some students who could not work up to their potential in the regular classroom situation.

Students from regular schools felt that one of the biggest advantages of the free schools would be the smaller classes and freer communication with a teacher, as well as the wider choice of courses. One complained that he is limited in his choice of subjects; though all are options, he has to take most of those offered to get his credits; another complained that since only 25 wanted Latin the principal talked them out of taking it because of the expense of offering it for only a few.

Group members felt that we could offer students more of what they want if we were not so bogged down with paper work and so structured, and if we allocated less money to expensive multi-media hardware and more to a better pupil-teacher ratio.

Two group members stated that there is a great deal of freedom in existing schools. One maintained that you can do anything you want to if you stand up and fight for your right to do it, while another was concerned that in schools like SEED, where the students have the benefit of a better pupil-teacher ratio, they are benefitting at the expense of the students in the public school system. The criticism was also raised that by not attending regular classes and doing regular work the students were learning to be parasites and living on welfare, and were not acquiring socially desirable characteristics.

The question of where power is really vested came up. Although the students are free to choose and plan their own courses, and to organize their own time, if a student does not work at SEED he may be asked to leave. Some do not work for a long time, but finally find their way to do so; some never do, and have to go back to the regular school system.

At the end of the afternoon we formulated several general questions which we would aim to answer in the remaining time.

(1) How can we implement a modification of the existing school system to make it freer, more humanistic, more satisfying to more students, in some of the ways that the free schools are? That is, what desirable features of the free schools can be incorporated in our present schools?

(2) What do we need to establish a free school?

Some theoretical questions were also raised: What is freedom? What is a free school? What is the relationship between freedom and responsibility? Between discipline and self-discipline? What should the role of the teacher be? What is education for leisure? How can teachers be emancipated to fulfil a more creative role in the schools?

The discussion which followed centred mainly around the two first questions. Some features of free schools which could be incorporated in the existing system were suggested:

(1) Smaller classes, i.e. the pupil-teacher ratio. Different priorities in the allocation of funds could provide more teachers and less hardware.

(2) More parental involvement - some act as resource people in some SEED schools.

(3) More flexibility in administration, allowing more students to be in free schools while recognizing that this type of school is not for everyone.

(4) More freedom to drop out of school and in again, without the stigma now attached to that.

(5) More freedom for a variety of sports - instead of the heavy emphasis on football, there could be a greater variety of games, e.g. rugger, soccer, golf, tennis, etc., which might continue to be played in leisure time in after-school years.

(6) Use other students for resources - in Kingston there is a file of university students and craftsmen of various sorts who will come into the schools and help; they also teach in the prisons there.

(7) The opening exercises could be discontinued or modified - students would appreciate not having to be there at 9:00 a.m. for opening exercises when they do not have a class until 10:00 a.m.

(8) More student-initiated subjects, like the seminars in SEE. After the discussion, it seemed that in dealing with the first question we had also covered the second. The group chose to spend time on the practical questions rather than the theoretical.

Group Evaluation

The students said that the discussion had given them a realization of what a bureaucratic hassle teachers were in, and that everything they did not like about the schools was not necessarily the fault of the teacher. They liked the fact that there was no suppression in the group and that they had a chance to say everything they wanted; one felt we could not find out about free schools and just go and start them - that they would arise where there is a need but they cannot be legislated. Students from regular schools were very interested to hear about free schools. There was a general scepticism that anything would come of the Conference. Some of the group explained that this was not so much a conference to plan action as to provide a mix of ideas, and that changes might come through the new ideas individuals in the group had picked up.

Some group members said they had come because they were dissatisfied with their present classes and were looking for alternatives. They thought the sessions had been valuable. They had learned that teachers should listen more to students, should share their enthusiasms with students, should show them the possibilities for learning while themselves learning at the same time; that the role of the teacher, while no longer that of the tyrannical master, should not become that of the wandering philosopher either, but rather that of a knowledgeable adult who has to take a stand, while not being expected to be a "walking encyclopedia". One who had attended a free school in England said that there should be some curriculum, i.e. some definite course of study, or one can fall into the cult of incompletion - if you don't like a thing, you quit; however, life requires long processes, and people must learn how to tackle them and work through to longe-range goals.

One member thought he might organize a discussion similar to this in his local situation and try to work from there towards greater freedom or starting a free school.

GROUP 17

Alternative Models for Adult Education

Leader/
Recorder : Roger T. Macaulay
Consultant : Ray Santin

From the outset, the group agreed that a modern concept of education should mean the involvement of everyone in the community - not just the kids. This means that adult education should actually be a real part of the educational continuum from birth to death. It naturally follows that the acquisition or piling up of knowledge is futile, particularly at an age when the culture has changed so quickly and so recently and will likely change again. The traditional urgency for the teen-age student to achieve a certain level of knowledge at a particular grade or age is no longer present.

In an era of high-speed change, education must no longer be concerned with how much the student knows, but rather his awareness of what he does not know. Although the student can no longer leave formal schooling feeling full or complete, he should have a basic background and the tools of inquiry that will allow him to explore and to examine problems in such a way that he will find the right answer for himself.

The changing of traditional attitudes in order to meet the demands of a new culture is a demanding task, however, and cannot happen overnight. The attitude that the diploma means the completion of education will be hard to dispel. Teacher, subject, and/or grade orientation works against a broad development of the individual student. Right-answer teaching also retards the development of the student as a decision-making individual.

Some time was spent on the following two questions: What is an adult? What is education?

It was agreed that education or the learning experience must be genuinely accepted as a life-long process. Therefore, all areas of education, including adult education, must be considered as integrated and viable parts of the learning process. While it was generally felt that adult education meant any education beyond secondary school, it was also pointed out that many new areas had become part of the adult education process, e.g. night school; correspondence courses; community colleges; university; all types of extension courses; graduate school; community schools; radio and television schools of the air; Ministry of Education courses; etc.

Some time was spent in discussing the close relationship between motivation and values. It was felt that the identification and clarification of values is necessary in order to make education relevant. For example, the affluent society has meant a cultural change which has resulted in individuals' refusing to take certain jobs because they are dirty or because they do not pay enough. Situations like this put unusual pressures on post-secondary educational institutions.

The phenomenon of the drop-out is a mystery in the public school system, particularly in the secondary schools. However, it is the special problem of schools involved in adult education. It is evident that many people will be requesting the opportunity for an education later than has been traditionally acceptable. In fact, the business of retraining and/or re-education has already begun. It also seems evident that the roles of teachers will have to change.

A considerable problem for adult education generally appears to be looming in the counties. How can the smaller counties and/or those with a widespread population provide a broad adult education program? The post-age 16 education area is most complex because of the variety, both of the programs and of the sponsors of such programs.

A further problem is a philosophical one. Education for a good living is no longer true, yet we have not replaced this philosophy with anything new. What is our new rationale for being?

Another question regarding the problems of post-secondary education was asked: How do we determine needs without imposing needs? Many people do not know what they want and cannot identify their needs. What can education do for them? It was suggested that perhaps we should leave some people alone as it is quite possible they do not have any particular needs.

It was generally agreed that correspondence, night, and other schools are continuing to establish programs which are requested and/or required by groups in the communities they serve. While the means of determining the needs of a given community could be improved, the adult schools are doing a very commendable job in adjusting to the needs of those who request different programs. It was noted that there is a minimum of roadblocks or credit restrictions for people who want to learn.

It was felt that consideration should be given to the possibility of eliminating the practice of having full-time day-school teachers carrying night-school teaching duties. If day-school teachers must be used for night-time teaching, it was recommended that consideration be given to their receiving equal-time allowance for day responsibilities in order to work at the night school, a policy practised in universities and community colleges. It was felt not only that there would be some saving in night school costs, but also that the energies of teachers would not be sapped by such lengthy teaching responsibilities.

In addition, it was recommended that the traditional board of education night schools consider a trimester arrangement for night-school students. It was noted that Ottawa begins one of its adult education terms on May 29 and runs through to August 30. It was also mentioned that community colleges in particular will start courses anytime during a twelve-month period as long as there is a reasonable number of candidates. The once-a-year starting time at the end of September is definitely restrictive. Any people coming into a city or community after that date are virtually out of adult education until the following year.

When the qualifications for teachers of adults were discussed, it was recommended that pedagogical performance be one of the required qualifications. This is especially important given the fact that large numbers of adult students have received some education in other countries and that adult students have considerable maturity, experience, and motivation. It was felt that day-school teachers tend to use the same techniques and procedures with adult classes that they use with adolescent classes.

While the group endorsed the universities' mature student policy and the night schools' readiness to admit people with a desire to learn, it felt that there were too many rigid road-blocks preventing mature, educated people with a need and desire to learn from being accepted into Ontario schools of graduate studies. The group recommends very strongly that OACD explore the possibility of having colleges and universities re-examine their rules and regulations regarding admission to schools of graduate studies, particularly in the field of education. Graduate students should determine the courses they take and should not be forced to take pre-determined courses for credit towards a particular degree. Also, acceptance at graduate school should be determined in part by the individual's record in education and the recommendations of his or her superiors. Input from graduate students should play a large role with regard to the professional relevance of Master of Education courses.

Educators in Ontario should be exploring the potential of the University of the Air concept. While the potential of cable TV in home-learning was considered vital in far-flung areas, it was felt that there would be considerable duplication in centres like Ottawa, Toronto, London, etc. Weather conditions in some of the northern centres were mentioned as inhibiting night school attendance in mid-winter. Finally, it was suggested that a series of educational tapes or programs for new trustees would have definite merit. It was felt that it is unfair to throw the responsibility of the education of a total population into the hands of individuals who have no qualifications other than having made it on a ballot. The increasing complexities and costs of modern educational systems put an unreasonably heavy burden on these elected people who are interested in helping to further the cause of education.

D. TEACHER PREPARATION

GROUP 18

Evaluation of Teacher Preparation

Leader : Ian Fife
Recorder : Alex Stuart
Consultant : Tony Fielding

Variety of Programs

After members of the group had expressed their interests and a list of topics had been drawn up, the variety of teacher-training programs operating at present was looked at first, with representatives of different institutions giving brief accounts of the program in their institution. As might be expected, these revealed an interesting diversity of philosophy and procedure but apparent agreement about the need for more time in the classroom, the life-experience laboratory. One college, for example, has its students in schools on two days in each week as well as for ten weeks of more regular practice-teaching. The benefits to be gained from the points of view both of the student and of the teacher were identified.

Role of the College Staff-Member

Time was spent looking into the question of "experts" being called on and input being asked for as the student-teacher felt a need. Some objection was raised to the idea of the "expert" hovering in the background and providing minimal intervention. It was pointed out that as the college staff-member would not have the emotional involvement of the classroom teacher, he might be able to bring a useful objectivity to the situation and perform a function that is complementary and supplementary to that of the associate teacher.

The Associate Teacher

The group discussed methods of selecting associate teachers, and it was realized that in making the selection, superintendents and principals have to exercise the same kind of subjective judgements as are made in regular evaluation of teacher performance. The changing relationship between associate teacher and student teacher was noted, as was the need for bringing associate teachers into closer contact with the college and enhancing their status. There was some feeling that the small amount of money paid to associate teachers, especially those working with teachers' colleges, might be better used in other ways.

The question was raised as to why some teachers refuse to be associates. A number of obvious reasons for this were identified, one of which was the increase in teaching load. It was felt, however, that the majority appeared both to be willing to do the work and to enjoy the experience.

Evaluation of Teacher Performance

It was recognized that evaluation of teacher performance is a subjective process and cannot be put on a measuring scale and there was some deliberation as to who should do the evaluating. One member reported on the extent to which she had benefitted by inviting comment from her pupils on her performance. The importance of self-evaluation was mentioned, along with the need for evaluation to be a continuous process. Some time was spent looking at the idea that good teaching is a disjunctive concept, as suggested by Sanders in his article in Teacher Education, Spring, 1972.

Training Elementary and Secondary School Teachers in the Same Institution

There was discussion of the problems involved in training elementary and secondary school teachers in the same institution, including the nature of courses which would prepare teachers to teach students instead of subjects, without prejudicing the quality and standard of the academic discipline.

Costs

In considering this topic, the group felt that the imbalance between secondary and elementary should be and would be redressed as the two systems come closer together.

In-service Training

The importance of in-service training and the need for changes in its nature and format were identified. There was discussion of means by which teachers could be freed to take advantage of in-service facilities.

Meeting Change

There was considerable discussion of the extent to which pupils are changing and of the extent to which teachers have to be prepared to meet these changes. There was a clear gulf between those who saw these changes as great and those who contended that basic human nature has, in fact, changed little, if at all. One speaker noted the teacher's problem, at least in some areas, of having to deal with children from a variety of cultural backgrounds. Some discussion took place of the problem of the ten or twenty percent of children who take up ninety percent of the time of teachers and principals.

The fact that education is no longer elitist and that big changes in course content and subject choice have inevitably resulted from this was recognized. Tied in with this was recognition of the extent to which the relationship between school and community is changing, with the school gradually being regarded more and more as belonging to the community.

There was agreement about the need for the teacher to be seen to stand for something, to exemplify values. The group discussed goal-setting by parents and by teachers and by the children themselves and agreed on the need for goals to be set for those not ready or able to set them for themselves.

General

In spite of continued criticism of teacher-training institutions, there seemed to be agreement that changes and improvements are taking place.

RECOMMENDATIONS

(1) That the Ministry give high priority to teacher education when considering expenditures.

(2) That associate teachers be brought into closer contact with the colleges and that their status be enhanced.

GROUP 19

Selection

Leader : Rev. Monsignor B. W. Harrigan
Recorder : Beatrice Machin
Consultant : Reg Moase

In order to provide a focus for the discussion, each of the fifteen group members was given an opportunity to suggest a topic relative to the group's theme. Each suggested topic was discussed at some length in order to decide whether or not it be included in the agenda for our deliberations. In many cases a general consensus was reached.

(1) What psychological testing of teachers-in-training should be done?

Discussion of this question pinpointed two areas that should be given special concern: testing upon entry into a training college and testing later in the training period.

The entire group felt that some initial testing should be done and that it should be in the nature of an aptitude test, which would give both the prospective teacher and the training college an indication as to whether or not the candidate was suitable for a career in teaching. An attempt was made to determine if such tests are available at the present time; and, if they do exist, are they appropriate? All were agreed that there was no suitable test known to us at this time, but that such a test should be evolved. Most members of the group felt that it was necessary to begin by listing the personality characteristics that make a good teacher. D. G. Ryan of Washington D. C. has a list of characteristics for teacher evaluation which might be used as a starting point. Some members of the group cautioned against following such a check-list in detail, for it could possibly destroy some people who are sensitive, individualistic, and creative in their style of teaching.

At this point, the discussion changed its focus to a consideration of facilities that are available to help teachers who have found the pressures of teaching in our rapidly-changing society to be too heavy. The group agreed that such facilities were woefully lacking. It was felt that leadership in providing these services should be taken by the Ministry of Education, boards of education, and the teaching profession itself.

(2) How should practising teachers be evaluated?

It was generally agreed that each teacher is presently evaluated by many well-trained and highly-qualified people; however, fear was expressed that the teaching profession has grown too soft and accepting. Thus, almost anyone who presents himself as a potential teacher is allowed to enter the profession and remain in the classroom. Teachers must be constantly evaluated; however, judgement must be withheld on any teacher in need of help until that teacher has been made aware of his shortcomings and has been given continuous help by principal, vice-principal, department heads, and consultants. Although the internship plan used in Ontario a few years ago was considered unsatisfactory at that time, pilot courses are again being tried in this area. It was felt that it may now be possible to rework this system, thus producing better teachers for Ontario.

After considerable discussion, it was agreed that many other factors affect a teacher's effectiveness. Three major factors are suggested by the following three questions. How do the general school and community climate and the board's policies enter into the teacher's ability to develop his teaching skills to a high level of effectiveness? To what extent does the teacher's interest in and acceptance of those who are endeavouring to help him improve affect his ability to do so? How should the teacher's own goals enter into the evaluation of that teacher?

In summary, the group established the following points to be desirable in teacher evaluation.

(a) The teacher should be prepared to present his goals in teaching.

(b) In secondary schools, the department heads should judge the competency of the subject methodology. In elementary schools, the school principal should be the person to evaluate the classroom climate and teaching techniques of the teacher.

(c) Every resource available should be utilized. Groups of parents, staff, and students (at the secondary level) should sit down together to discuss the philosophy and goals of the school. Such discussion would encourage intelligent community support of the school.

(3) Who should assist in the selection of the teachers for a given school?

A wide diversity of opinions was expressed during this discussion, nevertheless, some consensus was reached. Neither an administrator nor the trustees can select teachers satisfactorily for all schools in an area. It was felt that no one outside a school could successfully select teachers for that school. The group agreed that the hiring of teachers for a particular school should be done by the principal of that school, with the assistance of the teachers and, possibly, an administrator. All felt that the staff should be trained in the philosophy of the school and in the type of person needed to fit in with the philosophy and program. It was generally acknowledged that it was largely the duty of the principal to do this briefing of staff.

(4) How may para-professionals be used to best advantage in the educational process today?

The discussion here centred on three areas of concern: the use of para-professionals, their training, and adequate recognition for them.

It was agreed that teachers' colleges should do some training with beginning teachers in the proper use of para-professionals, e. g. all student teachers could be required to act as a para-professional for one day a week during their training period. There was a wide divergence of opinion on other suggestions made in this regard.

GROUP 20

Curriculum for Teacher Preparation

Leader :	Dr. Douglas Myers
Recorder :	Ron Riberdy
Consultant :	J. H. Leatham

The leadership team agreed that the discussion sessions should follow the immediate educational interests of the group. As a result, the areas of discussion were wide in scope; nevertheless, they seemed to flow in and out of the Conference theme. It was also the team's wish to allow for free and open discussion and not to pin the group down to any consensus of opinion. With this in mind, the recording of our deliberations outlines the areas of discussion, Section I, and the many questions that arose from these areas of discussion, Section II. We leave it to the reader to come up with some answers.

Section I: Areas of Discussion

(1) Subject content.
(2) Teacher selection.
(3) Alternative routes to teacher education.
(4) Gulf between theory and practice in teacher education.
(5) Evaluation.
(6) Faculty programs.
(7) Community needs.
(8) Phasing-in program for beginning teachers.
(9) Teacher preparation.
(10) Money crisis.

Section II: Questions discussed or brought forth as a result of discussing the above areas.

(1) Change - Educational problems inherent in it. How does it come about? Is it through the system, administration, teachers, parents or students? Is effective change possible through teacher-training?

(2) Learning - Should fun be involved in learning? Since the curriculum is more "relevant" today, should the students be reading and computing more effectively today than in the past?

(3) Reality of the classroom situation - What is the relationship between the faculties of education and the classroom teacher? Should there be a stage in the process of teacher education between the teacher candidate and the classroom teacher? Is there a need for evaluation?

(4) Evaluation - Does evaluation help the learning process or is it done for hiring purposes? Should student teachers be evaluated at all? What types of evaluation regarding student teachers are presently being used in the province?

(5) Expectations re the teacher candidate - With regard to the present situation concerning teacher education, what should

the principal of a school expect of the beginning teacher? What does the faculty of education expect the student teacher to know for his or her first day or week of school?

(6) Associate Teacher - What is the role of the associate teacher? Why is there a lack of communication between the associate teacher and the faculty of education? Should the faculty or the associate teacher take the initiative in involving the other? Is there a need for the formal, continuous involvement of the associate teacher in faculty curriculum planning?

(7) Teaching Profession - Should the teaching profession be self-governing?

(8) Curriculum - (a) How do we prevent the curriculum list from becoming too long?
- (b) Should the curriculum in the faculties be extended to include early childhood education?
- (c) If we extend teacher education beyond the present one-year period, what should it include?
- (d) What can be done to override university senates that are wary of course content and so-called educational courses that are relevant to the needs of the students?
- (e) Are student teachers being taught ways of developing programs on curricular and instructional objectives as well as the costs involved in such programs?
- (f) What are some of the difficulties in establishing concurrent programs in universities? What can be done to overcome them?

(9) Budgets - In the light of the K-13 concept, why can't the per capita grant be the same for both elementary and secondary areas?

(10) Behavioural Objectives - Why are they so important? Why do they require extensive training in their usage?

GROUP 21

Critical Judgement of Materials and Content

Leader : Stanley J. Reid
Recorder : Ronald Fraser
Consultant : Grace Pold

The group got underway by getting a brief over-view from each member. From these personal viewpoints, the group was able to arrive at an agenda and identify priorities for its deliberations.

One of the first questions asked concerning the group's topic was related to materials and content: "...in relation to what?" In this regard, the group simply went along with the definition of curriculum adopted by OACD, namely that "curriculum is the process through which the child learns in school", and felt that the question was in relation to the curriculum.

A number of specific questions were raised in relation to the group's topic, some of which follow:

(1) The significance of skills, i.e. the concern that industry has for the quality of the "school product".
(2) The kind and quality of teacher education.
(3) Whom are we teaching for...?
(4) Validity of Circulars 14 and 15.
(5) Implementation of programs.
Cost - theory/practice justification.
(6) Utilization of materials in teaching.
(7) Trial and error/success approach to programs.
(8) Implementation of programs such as immersion French classes.
(9) How much structure should we have in education?
Discipline and individual needs.
(10) How does a teacher discriminate among available materials?
(11) How can those teachers in the field affect the courses offered for continuing in-service education for teachers?
(12) A passing reference was made to the problem of the identification and evaluation of the cognitive/affective domains.

One factor which emerged from the group's cursory examination of the above areas was the concern about attitude. It was felt that the group should not attempt to define attitude, but that the connotation that each person had for the word would be sufficient for reference to the whole topic.

When the discussion centred on "the end product", the consensus seemed to be that poor attitude and poor work habits were the two underlying problems contributing to industry's somewhat poor impression of that product.

In all discussions relating to attitude, it was pointed out that there are many elements present - the student, the teacher, the parent, the local community, society at large, etc. Indeed, the problem is a very large one and all elements would need to be involved in order to bring about the desired behavioural changes.

The group tried to tackle the concern about the biases and prejudices present in the materials available to students and teachers. The idea of culture-free material was briefly mentioned, and this led the group into the content of the Ontario Ministry of Education's Circulars 14 and 15. Although there was considerable discussion on Canadian versus other authorship, no particular solution was offered. There was a general feeling that Canadian content and material should be used provided that it is the best available.

This discussion led to an examination of the criteria used for the selection of material, i.e. textbooks, etc. Who actually does the selection at the local level? Is that person sufficiently qualified to judge? Are the criteria he uses objective or might he have a personal bias? Again, the group seemed to express the feeling that the classroom teacher is more directly involved in material selection than before; however, the group did not conclude whether this was necessarily good or bad.

The second key issue which emerged towards the end of the group's deliberations was that the self-image of a student must be built up early. This suggested many things to many people. Solutions to the above involve one's philosophy, one's methodology, the content used, etc. As Dr. Worth stated in his opening address to OACD: "It is difficult to think of two more useful qualities for life in Canada during the next quarter-century than imagination and self-discipline - both given over to self-actualization".

The final issue with which the group came to grips was that of teacher education. A large proportion of the members seemed to feel that teacher education as it exists today in Ontario is inadequate, but that any one of the present methods is as good as any other. However, there seemed to be a definite leaning towards a more on-the-job type of training, e.g. internship. It was generally thought, too, that the staff of the teacher-training institutions should change much more often, perhaps with a maximum appointment of three years. In the discussion on teacher training, some particular characteristics for teacher candidates were identified, e.g. humanness, adaptability, flexibility, maturity, and technical competence. It was believed that there should be a better screening process in an attempt to identify some of these qualities more carefully.

In summary, the group felt that attitude was probably the most important issue facing all of us as educators today. To improve this attitude, the group seemed to believe that the self-image of the individual must be enhanced. In order to do this, the whole educational process must be carefully examined.

GROUP 22

Group Dynamics

Leader :	Peter Gilberg
Recorder :	Irma Coulson
Consultants :	Prof. Vern Trott Len Chellew

Professor Trott outlined the purpose of our group meetings as being to develop trust in each other and to share ideas. It was pointed out that,to some extent, the group resembled students in the classrooms who originally come together as strangers.

An acceptable definition of "group dynamics" was attempted, and we settled for: when two or more people are reacting about something that has meaning for each of them we have a group: Five or six seems to be the ideal size for effective interaction.

From small group discussions came several concerns:

- various levels of groups functioning within a school;
- the difficulty involved with the whole concept of group dynamics;
- how to achieve a level of trust with a group of 600;
- assessment of the worth of oneself as a teacher;
- how to make use of community people in schools;
- how teachers (not yet a unified group) can cope with students who are already a closely-knit group;
- why there is a problem with staff interaction when it has already been accomplished at the student level;
- how to evaluate the effectiveness of a group;
- how to get student groups to take responsibility for what they're going to learn;
- what the role of the teacher is in handling group problems.

In view of the broad spectrum of problems, it was decided to use a role-play technique to generate data that would be relevant to most of the issues raised by the group members.

From the role-players, the role-play observers, and discussion involving the total group, the following conclusions about groups in the class, school, and community were listed. They turned out to be most useful in understanding many of the problems raised during the first session.

(1) The attitudes of people have their origin in the groups to which they belong.

(2) It is frequently more effective to change the attitude of a total group rather than that of a single individual. The individual will change when the group decides to do so.

(3) The conduct and beliefs of students in the school are controlled to a large extent by the small groups, gangs or cliques to which they belong.

(4) Groups in which the members feel good about each other are usually the ones that finish what they decide to do.

(5) It is probable that the individual who does not feel that he is accepted by the group will tend to act in ways not conducive to good group action.

(6) Groups in the class can help themselves to understand and improve their ability as learning teams if they take the time to diagnose their own problems and take some action in trying to improve them.

(7) We can safely accept the idea that group life in the school definitely affects the progress of learning.

(8) Members of a group will take responsibility for their own learning when they perceive that it is worthwhile for them to do so.

(9) The reasons for the way an individual acts in a group may be too complex to be completely understood by the group, but the reasons are there nevertheless.

(10) If a group is to continue as a group, it must look after the individual personal needs of each of its members.

(11) The teacher who recognizes that the class is usually made up of a number of small groups that exist, in some cases, not only in his class but in the school and community has gone a long way in working towards a compatible relationship in which effective learning can occur.

GROUP 23

Development of Human and Technological Resources

Leader :	Wally Beevor
Recorder :	Patricia Carson
Consultant :	Wallis Moffat

Our discussion focussed on the challenge of the future and the problems we foresaw in educating our children to be able to meet this challenge. At the beginning of our discussion Friday morning Mr. Moffat shared his vision of the future in which he foresaw that machines would complete the routine tasks, leaving man free to deal with the creative tasks.

As we saw it, this would create the need for a different approach to education than that we have previously used. In the past, teachers have weighted their programs so that learning was content-oriented in order to prepare students for the job market. Ironically, it appears that employers feel that students are not adequately prepared to do what was described as "competent workman-like work".

It appeared evident that what was "adequate" educational preparation for the work world of the 40's and 50's was not going to be satisfactory for the 80's. The question was raised regarding knowledge that employers might have about the needs of the future work-world. The consensus appeared to indicate that society did not know.

This raised a dilemma. If society appears unable to define its future goals, how is the school - which reflects society's needs - going to devise curricula which will enable its students to be adaptable and responsive to unknown problems? Perhaps the educational institution has a duty to force society to rethink its position in terms of its needs and attitudes?

The Role of Values

If the school accepts this challenge, what role will society's values play in the direction in which we move? Is there a trend toward more emphasis on intrinsic rather than extrinsic values? If so, does this mean that the apparently growing practice of greater educational emphasis on training our students how to think rather than what to think is going to continue? What will this do then to the increasing number of community college and university programs? Will they be expected to be more responsive to society's present economic goals or should they be free to respond to apparent future needs? If so, it was felt that the various educational institutions are succeeding in preparing students to be more aware and sensitive to their "human" needs, as it seems apparent that society is becoming more concerned for the need to develop more sensitive human beings who will be more responsible to psychological needs than previous generations have been.

In discussing the need for a curriculum adapted to a child's developmental needs, we became increasingly aware of the problem that a program responsive to society's changing needs requires that teachers themselves be trained to be more adaptable. This led to a stimulating discussion of the changes in the curriculum that teacher-training institutions are providing.

Teacher Training

Both Charles Van Dusen of North Bay Teachers' College and Colin Ogden of Ottawa Teachers' College said that student teachers are being encouraged to evaluate the educational goals in their classrooms according to more scientific methods. Student teachers are learning to use operational objectives in identifying their students' needs. They are also being encouraged to become more involved with the community in which they serve. This requires greater sensitivity to the particular needs of a given community. In Toronto, for example, student teachers are being encouraged to spend one day a week in a specific classroom as volunteer teacher aides, working under the supervision of a teacher. The freedom from direction by the Ministry is encouraging the individual teacher to tailor his program to the specific requirements of the community he serves.

The question which recurred frequently during our discussions centred around the need for "success". Is it the school's responsibility to worry about "success"? Do we know what society means by "success"? If we are preparing students for a world in which all will work, it would seem that this should be a concern; however, economic prognostications say that by 1980 one-third of the population will be supporting the remaining two-thirds. By the year 2000, the forecast indicates that only two percent of the world's population will work, while the remainder will be free from defined activity. If schools are encouraged by society to continue to emphasize the work ethic, will we not be creating untold future problems? It was felt that "society gets what it deserves". It was also felt that teachers, and all those committed to the value of education, would continue to provide a system which would make the previous statement a positive one, since the teacher-training institutions and schools are endeavouring to adapt their programs to the envisioned future needs.

Teachers are being encouraged to participate in new approaches to students and program evaluation, utilizing a team approach as one example. A greater emphasis is being placed on improvement rather than on a "pass-fail" situation. This was seen as a greater awareness of the need for self-actualization, and as a means of offsetting the increasing feeling of alienation and human valuelessness encouraged in a technocratic society.

Society itself is aware of the need to re-emphasize the value of the individual, e.g. some large firms are involving their assembly-line workers in determining their hours of work and the delineation of tasks.

If business, government, and schools are encouraging more individual and group involvement in decision-making in order to make the results more relevant to those concerned, the question was raised as to whether teacher training might not become the responsibility of each local board as was the practice in the past? The fear was expressed that this might create an inbred system, with little opportunity for change to keep it relevant to the larger community of the region or province.

The value of the practice of the one-year term for training potential teachers was questioned. Nevertheless, it was felt that it was still adequate, as elementary school teachers would now be at least three years older than their predecessors when entering the teacher-training institutions, thus eliminating some of the disadvantages seen in the practice of admitting students straight from high school. It was suggested, however, that all teachers should be encouraged to be involved in some type of work experience prior to entering the profession and that there should be continuous training programs available to keep the teacher in touch with the "real" world.

Resources

During the final session of our discussions, we glanced at the varied resources available to schools in order to facilitate leisure-time learning, human dynamics, self-awareness, and practical experiences with the work world.

The work-experience programs initiated in some Toronto schools, where students spend three or four days in the school and the remainder of the week "learning on the job", were cited as one example of the utilization of community resources while reinforcing theoretical skills in a practical way.

Courses in Career Planning and Consumer Education utilize the skills of people actually practising in many fields in order to broaden students' knowledge of current business practices.

More variety in optional subjects and a wider choice of activities in the Physical Education programs are enabling students to learn skills or develop interests which can be used in leisure-time pursuits both now and later as adults. Projects such as the McSkimming Outdoor Education School and the Toronto Island Science School encourage an interest in outdoor learning while helping students to become more aware of group needs. It was felt that perhaps greater attention should be paid to developing this latter type of skill through courses in Group Dynamics and through Leadership Training Programs. An experiment in this type of skill-training was conducted by the Centre Hastings Secondary School and seemed highly successful.

Summary

Although there were several references to a gloomy future for humanity, there seemed to be a pervading feeling among the participants of this group that schools are attempting to meet the needs of the future by the development of new and imaginative techniques. The fact that man has fewer unskilled and semi-skilled jobs to choose from than in the past seemed to have been accepted as a "good" rather than a "bad" thing, since it would free man to develop more of his creative and interpersonal skills. Nevertheless, it was felt that in order for man to achieve a greater potential society should define its goals and determine what it values most in order for the schools to provide the educational services the community will need.

E. EDUCATION FOR THE FUTURE

GROUP 24

Future of the Media

Leader :	Al Fasan
Recorder :	Glenn Edward Witmer
Consultant :	Hal Morgan

The points which follow were the main topics for discussion by our group. These were in no way intended to be exhaustive of the issues, but rather to identify a few key items of interest to members of the group. Similarly, in discussing each, we drew mainly on the combined background and experience of group members as the resource for a continuing debate. Although not all of the following were discussed in detail, each was considered an important aspect of the overall topic:

(1) nature of the media;
(2) purpose of the media;
(3) nationalism: controls and censorship;
(4) influence and potential of cable and broadcast television;
(5) evaluation of content/viewer response;
(6) relating media to curriculum;
(7) relating "cost" to "worth";
(8) future of the media.

Nature of the Media

In examining this, some definitions were considered. The first was that "the medium is any channel - verbal, print, electronic - through which people communicate". Another definition of a medium was given as "any effective extension of the senses". The second of these definitions is considerably broader than the first, a fact which led us away from it back to the former, since for all practical purposes our discussions might best deal with concepts which relate most directly to the classroom situation. Therefore, most of the time was spent on electronic media, with only occasional references to verbal and print media, since they are more familiar to teachers.

Specific types of media were identified:

(1) print - books, magazines, newspapers, charts;
(2) broadcast - radio, TV (including cable);
(3) film - moving pictures, slides, filmstrips;
(4) rhetorical - drama and mime;
(5) pictorial/graphic;
(6) environmental - concrete objects, sculpture, architecture, historical or scientific items.

Purpose of the Media

One of the major problems identified here concerned the fact that, while the jargon used to discuss media is not unfamiliar to educators, the means whereby various types of media become part of the educative system are. Tape recorders, slide and filmstrip projectors, and motion pictures are used regularly, but very often these film and other aids become surrogate teachers, rather than an extension of classroom experiences. Film is often no more than another form of verbal approach, when the main impact is intended to be visual. The best example of this (or the worst, pedagogically) is the film of a teacher teaching a lesson.

The key is to go beyond the expository in teaching to arouse in the student the type of response evident from the techniques of advertising and from such TV programs as "Sesame Street". In these, the approach is such that attention is diverted to the screen from whatever else may be occupying the youngster's mind. The purpose is always to get the viewer "to associate a problem with a solution".

Media are vicarious at best and as experiences are inferior to real or human involvement. The object in teaching is to expose the student as frequently as possible to the "real", but this is often impossible or impractical. Therefore, the media become substitutes. The role of media should be to free the teacher occasionally and, through this variation in approach, to avoid tedium. Supporting hardware should never become a teacher replacement, since that would only duplicate the teacher's sometimes ineffective efforts to communicate. Teachers, or various types of media, should not remain conveyors of knowledge, but facilitators, where vicarious experience is a substitute for that of real life.

The Involvement of the Ontario Educational Communications Authority (OECA)

There are two main items to be considered here. First of all, this provincially-organized association makes it possible for independent production of films to be undertaken for use in the classroom or through cable outlets. The staff also arranges workshops throughout the province to assist local boards in training programs for the teachers. Secondly, with its provincial overview, OECA tries to equalize the wealth of material in some areas with the lack of it in less affluent districts.

There is much educating still to be done, however, this time with officials and senior administrators, including board members. Through a lack of awareness on the part of these people, there are instances where a considerable amount of hardware (including expensive pieces of equipment, such as video-tape recorders) is made available to school districts, without checks being made on the availability of supporting materials or qualified staff to service or run the equipment. Studies are being made to find possible ways to organize systems of board-sharing on a rental basis for wider distribution of equipment and less duplication of expenses.

There still is no adequate statistical reporting available on the extent of the use - or effectiveness - of equipment purchased for the schools. For example, while it is fairly simple to determine the rate of circulation and distribution of films, filmstrips, or tapes, there is no further investigation done to see how many teachers used the film or how often, how many students saw it, or to what use it was put as part of the lesson presentation. A further problem is that there is still a predominance of films which are didactic rather than experiential.

Uses of the Media

If we voice negative criticism of teacher usage of media hardware, then we must also suggest what the correct usage should be, offering samples of pedagogically-sound integration of media with daily lesson-planning. It should be obvious that we certainly do not refer only to the physical handling of the equipment when we speak of using it, i. e. selecting films, drawing the curtains, turning the equipment on and off, etc., but rather to incorporating material into the lesson, having it serve as a teacher aid, and being an integral part of the curriculum where, once again, teaching becomes the interpretation for the student of his vicarious experience.

If it is accepted that media increase perception and provide an increased rate of exposure to the outside world, teachers must work towards student comprehension of that material. Exposure alone is not learning and will not become so until it is assimilated by the student as part of his own experience.

There are a number of significant advantages to the use of the media as teacher aids. Apart from some of the more obvious ones of reference to historical events or futuristic fantasy, we can expose the student to aspects of daily life which would otherwise not be so easily available to him, i.e. the microscopic, telescopic, panoramic, and environmental. Primary sources that are too small or too large, too far away or too complex - all can be made accessible to the student through the use of media.

Nationalism: Controls and Censorship

Concern was expressed over both the intent and the extent of governmental control of programming. While there was support given to some of the restrictions placed on cable TV companies, e.g. they must carry all available Canadian stations first before filling vacant channels with US stations, there was realization that this is not too different from the kind of controls placed on commercial networks. CRTC regulations for radio and TV dictate certain levels of Canadian content, but this is valuable only if it stimulates more product of better quality. All such controls must realistically be called what they really are - censorship, and the public is faced with determining what is an acceptable form of censorship. Indirectly, but quite forcefully, audiences dictate their wishes anyway, for commercial networks pay close attention to ratings. Stations must continue to provide programs that viewers will keep watching.

Relating "Cost" to "Worth"

Although reference was made to the cost of hardware, film production, and other types of expenditures relating to an expanded media tie-in with curriculum, the question was touched on only briefly as a separate topic. We were also aware that we were expressing opinions, with very little supporting factual material on hand. There was a distinct feeling that much is also being spent on equipment and that too little instruction accompanies it. This lack of instruction affects two areas: (1) instructing educators on the best use of the equipment (simple technology) and (2) how to make the best use of the media in curricula development (pedagogically).

The fact that the ratio of dollars for book purchases as compared with other instructional materials is decreasing was a point of concern. The problem is not so much that fewer books are being used, but that suitable replacements are not being employed. The ultimate purpose in education is to communicate. Books, and other printed materials, have long been an important aspect of this communication, but print is only one aspect of it and a new emphasis may have to be found for print in the future.

Future of the Media

It is easy to see how imagination and speculation can dominate this topic. It is no longer a novelty to have television in the classroom, but how long will it be before teachers are asking for "smellevision". Movie houses have already toyed with it. Three-dimensional film may also increase in popularity and availability. "Two-way" radio and TV programming may be the answer for passive audiences, thereby providing a system which would allow for immediate viewer response, criticism, comments, and questions. Regular commercial programming may value this type of immediate reaction from the audience in determining the success of the broadcast, but for use in education the student/teacher relationship can be maintained, even at a distance.

Our final comment expressed similar sentiments to those of Dr. W. H. Worth, in his key-note address to the Conference, where he pointed out that we should attempt to personalize curriculum rather than try to individualize it. Maybe this is the key to the new role of the media.

GROUP 25

Education for Leisure

Leader :	Riley Moynes
Recorder :	Glenn Duguid
Consultant :	Des Dixon

This group attempted to draft a quasi-agenda by asking each delegate to explain why he had chosen this discussion topic. The wide range of interests of the members of the group, e. g. classroom teachers, principals, consultants, students, etc., provided almost unlimited scope for discussion.

Many specific questions were raised:

(1) Should leisure activities be part of a school's elective program, or should there be a course entitled "Education for Leisure", or should leisure time, i. e. "free" time, be incorporated into a school's time-table for the students' use?

(2) How much school time can be allotted to leisure activities?

(3) How can we legally incorporate leisure activities into the curriculum or course of study?

(4) Why do the schools have to set up courses for leisure time? Why not make use of present community and recreation courses which are available out of school?

(5) Would a course entitled "Education for Leisure" be a credit course?

(6) Do school vacations have to be during July and August?

(7) Do we need to teach people how to relax? Do we always have to be doing something? Shouldn't we be teaching families how to enjoy their leisure time together?

(8) Is it "learning" if it is compulsory?

It was suggested that students could be divided into interest groups in courses such as physical education, art, music, etc. Also, students should be guided into the various sports activities. The problem of the sports spectator versus the sports participant was discussed. Students must be taught how to observe and enjoy. A high school student felt that physical education should be a compulsory subject, for health reasons, but that it should not be a credit course. A full program is necessary for the full enjoyment of everyone, e. g. golf, chess, bridge, tennis, etc. should be included.

Attitudes developed during teacher-training carry over in a positive way to our students. Teachers now are faced with the problem of the philosophy of leisure versus the Puritan work ethic. We must teach self-propulsion now! We must give our students a taste of the various forms of leisure activity in order to help them to make their decisions.

We must sell Leisure Education to the community by getting the community involved, by taking parents on out-of-school educational trips. We must teach "how": how to visit a museum; how to listen to music; how to look at art; how to enjoy, etc.

Outdoor Education

Outdoor education was discussed at some length. This course can be very diversified, encompassing science, history, geography, physical education, culture, art, etc. Japan, Germany

Scandinavia, and the United Kingdom, all have one or two weeks of education away from school. The teacher's motivation, organization, and preparation are extremely important in outdoor education. Teachers must be trained in the values of out-of-school education. There should be one teacher on each staff who is specially trained in this area.

Two excellent examples of Education for Leisure are the Russian Young Pioneer Centres and Children's Palaces in China. These are like going to school - everyone does it. It is readily available and organized for everyone. Ontario teachers should set up experimental curricula in Education for Leisure for approval by the Ministry of Education. There should be an extra-curricular activity period each day.

It is the responsibility of educators to start the battle to overcome the stigma of Creative Leisure being considered as a frill or "Mickey Mouse" course. There must be public relations with the community. There is a 30-minute video-tape called "Leisure" available from the Ontario Educational Communications Authority (OECA), for showing to parents. Leisure is important! By the 1980's and 1990's, we will have much more leisure time.

The Community-Centre School

This would have a gym, library, medical centre, senior citizens' centre, auditorium, etc., to meet the needs of the community. After gaining the trust of the community, courses in pottery, yoga, wine-making, sports, instrumental music, etc., could be added. There would be a co-ordination of board of education and community recreation facilities and leaders.

This type of school would have disadvantages:

(1) It could become politically active.
(2) The community could attempt to change the role of the school.
(3) There would be profound sociological implications.
(4) There would be difficulties in organization in order to meet community needs.
(5) Such a school must anticipate needs of the community.
(6) It could falter after initial interest wanes.

Schools can now be open longer each day and all year long. For example, there are the semester and trimester systems. In other systems, vacations may be taken at any time. These systems have been used in other parts of the world.

By the year 2000, the prime leisure activity will be travel. We must teach how to have a fulfilling experience when travelling. School boards may organize their own tours. Student exchange programs would be important.

Society for the Study of Canada's Heritage

This would have to be practical and universally available to all students.

Suggestions for a Leisure-Time Program (one half-day every six days in a secondary school)

(1) Student involvement in community activities, e.g., senior citizens' homes, hospitals, etc.

(2) In shop, boys do repairs and painting for pensioners.

(3) Sports coaching and demonstrations in elementary schools.

(4) Seminars on occupations, hobbies, theatre groups.

(5) Music and drama groups visit senior citizens' homes.

(6) Turn the school into a day care centre to allow mothers to shop and to teach parenthood to students.

(7) Inter-school sports during school hours.

(8) Projects on a regular basis (every six days).

(9) Collecting heritage and folk-lore.

(10) Visit by or to a symphony orchestra.

(11) Teacher aides in elementary school.

(12) Demonstrations of secondary school activities in elementary schools.

(13) K-13 integration and exchange of teachers.

(14) Golfing, tennis, skiing - as facilities are available - in the afternoon.

(15) Orienteering.

(16) Grade 13 students can tutor or do remedial work with Grade 9 and 10 students.

(17) Simulation games, e. g. ghetto, caucus.

(18) Film showings that are longer than the standard period.

(19) Teachers can observe in other schools at no cost to the board.

(20) Cable television can be viewed.

(21) Remedial work.

(22) Time for clubs, e. g. Camera Club, Chess Club, etc.

(23) Apprenticeship program, e. g. , film- making.

Suggestions for Implementation

(1) Ideal if students suggest interest areas.

(2) Start on a small scale and increase gradually.

(3) A developmental or contract program throughout the year.

(4) Be practical and honest.

(5) Co-operation between students and teachers.

(6) Beware of problem of human weaknesses.

(7) Start with a highly-structured format.

(8) Give each teacher a definite responsibility.

(9) Use a "house system" for control.

(10) A lot of organizational planning is imperative.

(11) Start with more responsible senior students.

(12) Sell to the community through an Open House, a brochure, the news media, a board newsletter, and having parents visit the school during school-time with a friend.

Theatre Arts

Courses in Theatre Arts should be given in school. Troupes could visit the school, and students could visit various theatres. The Ministry should develop interest in culture on a province-wide basis. Modern trends and impetus should come from the teacher-training institutions.

Human Relations

Education for Leisure should concentrate on human relations as we will be spending more time with other people. Education for Leisure must be incorporated into the curriculum. Schools should help the home in its responsibilities towards education for leisure time; there should be more carry-over from the school to the community.

Yoga, music, creative dance, rhythmic exercises, revival of interest in religion, "Jesus Movement": is there a need for this type of approach to leisure-time activities? Eastern cultures seem more relaxed than the western world.

Family Life

Family life and sex education courses should emphasize family living, e.g. how to raise children, how to show love to one's own children. More stress could be placed on courses in home economics.

Family Camping

This has become very popular. All courses in schools should be geared to educate and develop the whole person.

The four-year program in the Ontario secondary school system prepares one for living better than the five-year program, e.g. the four-year program offers courses on stocks and bonds, business law, etc.

The "Living Room" Approach (in the secondary school system)

The "HI", human interactor, is a teacher who is a group leader. Students stay with the HI throughout secondary school. His room would be equipped with study carrels, easy chairs, coffee, food, papers, etc. It would be a "hub of life" overcoming loneliness. The HI helps students choose programs for future education.

This concept fits in well with a differentiated staffing approach which is run according to teachers' aptitudes and interests. There must be time for students to relax on a daily basis in order to avoid becoming compulsive workers.

Short discussions then ensued re the Etobicoke Advancement Program: speech, arts, conversation, communications.

The final point made was that there is a universal problem of getting people together to talk about problems. There do not seem to be enough reasons making communication happen.

GROUP 26

Learning for its Own Sake

Leader :	Dr. George Bancroft
Recorder :	Winifride Prestwich
Consultant :	Dr. A. P. Ramunas

The first session was devoted largely to a general discussion of the group's topic and was perhaps the most valuable session since the exchange of ideas allowed the participants to gain a mutual knowledge of the others within the group: their backgrounds, their varied fields of interest and experience, and their general philosophies towards education and learning in general. We discovered the group's wealth of experience on which we all could draw.

Many questions were raised and discussed in the early session. Is learning for its own sake for knowledge? for morality? or for values? Does learning for its own sake imply that there is an intrinsic pleasure in the learning process or study, or is there an intrinsic value other than pleasure which could also be defined as learning for its own sake?

There was general agreement within the group that education has at least two main purposes and that these are not mutually exclusive: first, to prepare the student for social living by giving him the basic knowledge and skills to earn a living and to contribute to society; second, to enable the individual to develop his potential personality to the fullest, i. e. the totality of the person.

The statement concerning potential personality, however, caused some misgivings and self-questioning within the group. Can one ever fully understand one's own personality or know what is best for its complete development? If not, then how can a student be expected to know, and how dare a teacher presume to judge? How does this development of personality relate to learning for its own sake?

Is there indeed any true learning for its own sake? The very attendance of the delegates at the Conference proves that there is. There was no attendance record, no examination at the conclusion, no monetary reward; the delegates were present because they wanted to learn. The same attitude is evidenced in persons following courses in adult education. There was criticism that this desire to learn for its own sake is not always recognized by the universities. The example was given that once a person holds an M. Ed. degree from certain universities, he is no longer eligible to attend further M. Ed. courses however great his interest might be.

We agreed that small children exhibit a great eagerness and interest is often lost, and we discussed some possible reasons why this is so. One reason put forward by the students for this decline in interest was the testing or marking system. This suggestion led us to discuss to what extent an examination kills interest and joy in learning. What does an examination actually measure? What types of examinations could suit the students who learn for learning's sake? How can a teacher test students and still maintain their interest?

The home is the place where a child's interest in discovery is either encouraged or diminished. If enthusiasm for knowledge for its own sake does not come from the home, then the school must fill this gap in addition to fulfilling its own role.

The first session ended with the question: "Can learning for its own sake be put into a curriculum or is it an attitude of mind? "

The second session resumed with a discussion of the above question. It was generally conceded that learning for its own sake is primarily an attitude of mind, which parents and teachers can either foster or destroy.

The excitement of discovering new knowledge can be generated in students by the enthusiasm of the teacher who is himself learning for its own sake, for as the teacher widens his own interests, his pleasure in his new knowledge will inevitably affect the class. This fact implies that a teacher must renew his interest by a continual expansion of his own knowledge. "The research scholar can feed himself - but the teacher has to nourish many others: so he must draw his vigour from many different sources." (Highet, Gilbert, The Art of Teaching (New York, Vintage Books, 1950), p. 210.) Conversely, an interested student can re-awaken the teacher's interest in one aspect of his study. Certainly one student's interest can infect a group, or the group can infect the student.

Also discussed were the problems of communication between students and staff, between students and students, and between staff and staff. This lack of communication may be compounded by the size of the student body, the size of the staff, the size of the classes, and the limited time for activities, especially in rural areas where many students must come from long distances (60-mile radius) by school bus.

This led to a discussion of the motives for learning of rural students who have a very long and tiring day. Is it learning for its own sake, or is it education for a career and a chance to escape from the farm? Teachers from rural areas tended to accept the latter view. They noted that the irony is that there is a new city-to-rural movement. If, following the pattern in the U.S.A., the inner-city problems and tensions increase, this anti-urban trend is likely to accelerate.

The discussion of these possible changes led later to the question of relevance in the curriculum and to the development of arguments that what is relevant today may be completely outmoded within a few years. Automation of physical effort has eliminated many types of occupations; automation of mental effort in the age of computors is eliminating many others. What lies ahead is uncertain, but perhaps it can be conceded that within our particular culture more leisure time for many people is inevitable. Therefore, it can be argued that a curriculum which develops learning for its own sake has a greater validity than learning for a career which might not exist within a decade.

In the final session, we continued with the question of education for an unknown future. It was stated that:

(a) anthropologists have shown that cultures which are general rather than highly specialized have greater chances of survival;
(b) many occupations of today may have a very limited life-span; and
(c) it is very likely that today's students may have to retrain for two or even three different careers.

In the light of these facts or theories, an education which encourages a general interest in learning may be of much greater practical use than one which is highly specialized. It was stressed, however, that a generalist should be capable of becoming an expert in many fields. Being a generalist does not imply being a shallow or superficial person.

We discussed a number of ways in which the curriculum could or does encourage learning for its own sake. Many people in the field of physical education are now stressing recreational activities which students will be able to enjoy long after they leave school, placing less emphasis on competitive team sports. We also considered the Russian model in which students attend formal classes in basic subjects in the early part of the day and devote the latter part to interest development. At this time, they may be working side by side with students of completely different backgrounds, but they are bound together by mutual intellectual curiosity.

We completed our discussion by a consideration of (a) the role of the teacher and (b) the qualities required of a teacher in learning for learning's sake. A teacher should have:

(1) competence within his own discipline;
(2) a wide culture and general interest in other disciplines;
(3) integrity;
(4) enthusiasm;
(5) the ability to foster self-confidence in the student;
(6) empathy for and knowledge of the problems of the individual student; and
(7) the qualities necessary to inspire a mutual trust between the student and himself.

The list is formidable, but at least one participant was left with the impression that many teachers present at the Conference measured up to this standard and that the quality of the student participants bears witness to the high calibre of other teachers in the province.

GROUP 27

The Concept of the Whole Person

Leader :	Father Frank Kavanagh
Recorder :	Lynn Todd
Consultant :	Glen MacLeod

The topic for this group did not lend itself to an organized, structured discussion, to be neatly summarized in a report, but it certainly was the basis of a lively - at times heated - interchange among the members of the group. Although an attempt was made by the group members to prepare an agenda for the three sessions, the agenda was very quickly abandoned in favour of a free-wheeling discussion which moved from one topic to another as the participants' interests dictated. At times the discussion seemed to veer away from the topic at hand; yet, perhaps, there is little that is irrelevant to "the concept of the whole person". The consensus of opinion, according to the evaluation sheets, was that the exchange of ideas and of differing points of view was most valuable and stimulating to all participants. In that sense, our group was highly successful, although this summary will not describe a logical, step-by-step progression to a manageable conclusion.

In the first session, the group attempted to define the ideal qualities of a whole person, seen in terms of the curriculum and its social implications. It was generally agreed that there was a tendency in the past to develop specialists; reaction to that approach appears to have been largely responsible for today's educational revolution. However, after further discussion, most group members agreed that a specialist might be a "whole person" after all - we cannot refuse a person freedom to be what he has chosen to be and impose our own value judgements on him.

A student suggested that curriculum should provide for a learning climate where the student's self-actualization and the thinking process are given priority; an emphasis on "right" answers stifles inquiry. The implication seemed to be that the subject-matter content of the curriculum is less important than the learning climate. However, some members of the group felt strongly that the attainment of accuracy cannot be neglected, no matter how "stifling" to creativity and independent thinking such an emphasis might be.

Another attempt to define the qualities of the whole person elicited the opinion that the whole person is a responsible person; this led to a discussion of decision-making and the relative weight of parents, students, and administration as decision-makers. The role of the teacher was not discussed within the context of decision-making; rather, the teacher was seen primarily as a facilitator of the learning process, responsible for encouraging a climate of openness and trust, and for protecting the student from adverse societal pressures.

At the beginning of the second session, the areas involved in the definition of the whole person were summarized as being the physical, the intellectual, the social, the emotional, and the spiritual. Openness was seen as the key to good relations between the teacher and the student, with the parent as the third point in the educational triangle.

One member of the group raised a provocative question: what's wrong with the status quo? He felt that there was an argument for the point of view that "things are looking pretty good as they are" and that change for the sake of change isn't necessarily a good thing. Other group members felt that a basic objective in life is to strive for something a little better than what has been available; this view demands a reduction in bureaucratic red tape so that change can be achieved more easily. The "system" needs to be made more flexible so that change can be made without the intermediary of a Royal Commission!

One of the students commented that students generally aren't sure that they have the power to change things. She and her peers have a rather cynical view of the future, she said, but for the most part they are so much involved with what's happening today that they don't have much time to look into the future. An older member of the group pointed out that students are often unaware of the flexibility and opportunities for change that are possible within the system as it stands, partly because these possibilities vary greatly from school to school and from system to system.

One member mentioned that what has become law is not actually being carried out in some school systems. This comment triggered a discussion of H. S. 1. and the credit system; these are not fully operative in some systems for purely practical, budgetary reasons.

Someone asked whether we need the whole curriculum all of the time. Is subject matter really the core of the curriculum in the broadest sense of the word? Following from this question, what are marks worth? What do they really mean to the individual? Examples were given of students who had been active in students' council work, or who had become involved in such projects as class trips, and who, because of this extra-curricular activity, had "failed" in the classroom. There was general agreement that this sort of activity is usually a very meaningful learning experience and that students who get behind in their academic work because of such involvement should be given every opportunity and assistance to make up for their academic lapses: failure should not be the price exacted for extra-curricular involvement.

The group moved on to discuss individual programming and freedom of choice of subjects in secondary school. One significant drawback of a system where the student has complete freedom to arrange his own program is the resulting lack of opportunity to form the close personal ties that were a part of the traditional class or form. This problem is particularly acute in today's larger schools. The group wondered whether complete freedom of choice of subjects was entirely a good thing; a student felt that this freedom of choice is somewhat illusory anyhow; a "smart" student, who could benefit from a variety of interesting, experimental, and innovative courses, knows that he can't fit them into his schedule if he is going to take all the courses that he "has to" take in order to get into university and ultimately follow the career that interests him. On the other hand, if a student has chosen a particular career, presumably the courses that will lead to that goal will interest him; furthermore, this way of looking at things raises the question of whether education should be designed for utilization or for the achievement of knowledge for its own sake; it also raises the old question of whether teachers are teaching people or teaching subjects. Still, most members of the group seemed to feel that preparation for a career is one of the main goals of education and that, in order to make intelligent course choices, a student needs full information about what leads to what within the system.

The problem of dropouts was discussed, with a general feeling being expressed that the school system does not respond to the needs of all students; those who do not fit the system and are therefore most likely to drop out can usually be identified at a very early stage. An orientation program during the first weeks of secondary school would help eliminate the confusion that some students feel on making the transition; by this means, perhaps the feeling of alienation that often leads to a decision to drop out could be avoided.

The rotary system was seen as a difficulty for some students; although it has the obvious advantages of exposing students to a variety of teachers and approaches to learning, it often leads to a feeling of instability among students who can't cope with it. The consensus of the group was that the rotary system should not be introduced until the Grade 7 and 8 level, at which time the basic skills have presumably been mastered.

The session ended with a statement that it is the duty of the educational establishment to respond to needs, no matter when they arise - they are just as valid if they are realized later in life, after formal schooling is over, and the system should be flexible enough to take this into consideration.

The Saturday morning session started with a comment that the previous day's discussion had largely focussed on the secondary school, and that perhaps the emphasis of our discussion should be changed. Research has proven that most of an individual's potential is reached in the years between birth and the age of four. Therefore, the early childhood years are absolutely crucial in the development of the whole person. Most of the members of the group felt that day-care centres and nursery schools are a vital part of the educational process - not just for so-called underprivileged children and those whose mothers work outside the home. Some children are emotionally and materially deprived and others have too much, but at both ends of the spectrum, children can benefit from the socialization aspects of the day-care centre and/or nursery school experience. The feeling of the group was that, although there seem to be pressures toward increasing the size of these centres, they will be most effective if they are kept small. There is a suspicion that greater government involvement would lead to large, institutionalized, dehumanized centres which would be more "efficient" but obviously less effective in achieving their real purpose. Some people felt that the disadvantages of the move toward fitting junior kindergartens into the school system outweighed the advantages - children are plugged into the school system at too early an age, and the schools don't have the facilities to meet the specialized needs of very young children. In nursery schools the accepted pupil-teacher ratio is 1:5, but this ratio is likely to be closer to 1:25 in junior kindergartens attached to the regular school system. As in so many other areas, financing is a problem here; one suggestion is that the schools should be able to draw more heavily on community resources. Volunteers might be used to help teachers at this level. In some cases a child's greatest need is for someone to talk to him and show an interest in him; this sort of thing could be done by volunteers. It was suggested that, at a later stage, government aid might be forthcoming so that such volunteers could be paid a salary for their work.

A member of the group commented that research indicates that retardation begins before the child goes to school - a lack of mental and emotional stimulation in the early years can do permanent damage. A male member of the group felt that this applied especially to boys, and that female teachers tend to judge boys by girls' standards. This comment naturally enough elicited a protest from some of the female members of the group and a heated discussion about sex roles and family structure followed. The view that if a woman chooses to have children she should be prepared to stay home and look after them was hotly disputed. One member of the group pointed out that the amount of time parents spend with their children is not nearly as important as the quality of the time spent - if a mother feels "trapped" in the house, the child will obviously not benefit from the fact that she is around and available all day. Someone countered that many mothers work not because they want to work but because it is an economic necessity, and that they often are forced to work at dull and tedious jobs which could not possibly be fulfilling. This led to the suggestion that there should be a place in the school system for women who have to work but who would much rather work with children than do factory work - such untrained people would not, of course, be teachers, but they could fulfil the sort of role that was earlier suggested for volunteers, the only difference being that they would be paid for their efforts.

There was a feeling expressed by some members of the group that too much responsibility for social action is being placed on the shoulders of the teacher. This seems to be particularly true in large urban areas where the teacher is often not a resident of the community in which he teaches. Someone pointed out that most of the studies of "ideal" schools have focussed on small communities where the staff members of a school are totally involved in the life of the school's community, because they live there. But there are a great many demands on a teacher's time and energy; some members of the group felt that, if teachers take on extra responsibilities in their communities, the parents will let them do it. On the other hand, the school is no longer only an educational institution - it seems to be moving towards becoming a social agency. What should the role of the school be? How can the school hope to achieve the education of parents? It all comes back to the problem of time and energy.

An interesting sidelight came up when someone asked whether the home or the school influence was most important. A student suggested that it was useful to experience home situations other than one's own; if you know only one pattern - that of your own family - you're bound to repeat it. She mentioned that staying overnight at a friend's house gave the opportunity to pick up different vibrations; she said that she discussed family differences with her friends but "of course" they couldn't be discussed with parents and teachers - kids still "aren't allowed" to criticize teachers and parents.

This comment led to a suggestion that students ought to be involved in the evaluation of student teachers - and of their own teachers, for that matter - kids know when teachers are incompetent. If the teacher is going to be constantly evaluating, the student should be able to evaluate as well - feedback from others is vital to personal growth in all areas. Although the wrong sort of evaluation can be destructive, a continuous process of evaluation is necessary, and the student should also take part in his own evaluation. As the time ran out, the last comment was, "If we can't measure the immeasurable, we're defeated".

GROUP 28

New Subject Areas

Leader :	J. M. Beatty
Recorder :	Vince Overend
Consultant :	Elizabeth O. Jarvis

At its initial meeting, the group settled upon a list of topics for subsequent discussion, the choice of which was influenced by the powerful presentation of Dr. A. P. Ramunas at the Group Topic Assembly. The topics fell into four classifications for separate investigation.

(1) Can we conceive of 100 years from now? Do we need to?

It was generally agreed that, while schools should be philosophically oriented toward the future, they seem to lag their culture by ten to twenty years. The comment was made that while some institutional thinking and planning is done at a lofty level, schools tend to operate at the "oh well" level. It was agreed that educational planning for the future which is arrived at by concensus, from lists of priorities circulated among a large number of people probably knowledgeable about societal trends, is rather superficial, but no well-formed alternative could be suggested.

It was agreed that students as well as adults adapt only slowly to a changed environment. To learn how to adapt to future situations, students need to learn how to learn, how to relate to others around them, and how to accept a share of responsibility for the direction of their society. However, it was also suggested that people may not be deeply concerned about cataclysmic changes in technology but may be mainly preoccupied by basic inter-personal relationships. One member insisted, however, that children may feel the urgency of the thrust of current society more than adults and, indeed, that they are more aware. It was agreed that students need to know more about other cultures in order to make their value selections. There was some discussion of the differences in students - how some relate to other people cognitively while others relate affectively - and a teacher, in trying to relate to both types, is trying to be all things to all people - unless these student types can be separated at some stage.

The concensus was that a one-hundred-year projection is far too great to deal with realistically at this stage in social evolution.

(2) Creativity as a basis for learning and education. What is experiential education for a sixteen-year-old? How can humaneness be assured and maintained? Can we segment learning?

It was accepted by all that, as society continues to move from the post-industrial era to the era of a service-oriented society, sociological concepts will be increasingly stressed in school courses. All felt that it is frequently difficult for the student to accept any teacher as humane and compassionate, and there was some discussion on the innate cruelty sometimes displayed by teen-aged students to one another - and to the teacher - at any opportunity. It was felt that this is evidence of the student's inability to relate to anyone at some stage in his development. There was no agreement on the effect of large class groups on personal relations. It was accepted that a personal student-teacher relationship is a vital part of schooling, but there was some despair over the inevitable set of a student's life expectations and patterns of social behaviour by his early home environment. There was some inconclusive discussion on the relation of specific subjects to "humaneness".

The need for a formal curriculum in elementary education was accepted, but the amount of structure appropriate and useful in secondary schools was perceived differently by different members of the group. Examples were noted of some Metro Toronto schools with many innovative courses, which are given mainly in the evening and not all of which provide "credits". Some students choose these in their search for relevance. The justification for subsidizing from public funds and for extended visits to other countries or continents as part of the experiential educational process was examined and received limited approval among the group members. There was general agreement that a student should enjoy more free choice of subject material as he progresses through the school system. A minority felt that this sort of choice should be open at almost every level.

Community schools and voluntary programs such as adult education were discussed as settings in which creativity might arise as a basic part of the educational program, more naturally than in the formalized school setting.

(3) What aims and objectives (educational) are not now being met that make new courses or subjects necessary? What balance is desirable between theoretical and technical subjects? The direction of technical education. Clusters of subjects.

It was suggested that, whereas conventional teaching has promoted convergent thinking, divergent thinking (with no one right answer) needs to be inculcated in today's students. The discussion then followed the line that our global society is now so complex that the simple cause-effect relationships which we are used to teaching do not now apply. It was further suggested that only computers can do the model-making for the complex societal planning required even today. Thus, it is probably important for all in schools today to learn something of programming and computer applications. There was some agreement that perhaps this learning of "process" might be more urgently important and relevant than most of the conventional school subjects, e.g. elements of subjects such as mathematics might be introduced only as required for a specific course or shop subject. A warning was given that simple simulation exercises could give the student the conviction that global problems have simple solutions and so promote cynicism in them.

Some time was devoted to distinguishing between subject integration and an inter-disciplinary approach. Some fear was expressed that teachers accustomed to the collection concept might, with subject integration, be unable to test whether anything was being learned - or taught - and further that the student might be queasy about his intellectual progress. No study areas indigenous to a school or district could be identified within the group. Some apprehension was expressed about the great length of time that has always been required for shifts in subject emphasis and curriculum amendments, no matter what the urgency.

(4) The costs of new subject areas.

It was agreed that a legitimate but sometimes neglected part of the cost is in-service training and supportive para-professional people. The least effective method of introducing new courses was said to be the one most often followed. This is a conclave of superlative experts who devise excellent but lofty programs. As these filter down to individual classrooms, they can be implemented only in part, with a result which is substantially below the concept intended. It was agreed that the development of new courses has been done most effectively and at least cost by teachers of one district themselves. This development by a curriculum committee requires that the committee members' extra-curricular time be supplemented by a small, reasonable number of supply-teacher days. In the past, however, this has often not been forthcoming.

It was felt that the boards that have shifted a small amount of money to this area have received a bonus in the great enthusiasm for the results of the development committee and a great boost in teacher morale generally. Examples were cited of unusually high acceptance by teachers for programs that arose in this way. From the discussion, it is apparent that a few schools do their own individual budgeting and assign their own priorities. There was general agreement that, regardless of the origin of the program, its successful implementation is largely dependent upon an adequate budget for in-service training.

GROUP 29

Schools of the Future

Leader : Neil Davis
Recorder : Jean McConnell
Consultant : Frank Tate

It was obvious from the discussions that this group was comprised of very concerned people. While it was agreed that school buildings, furniture, and equipment would probably not change radically in the next twenty-five years, this conclusion was considered of little importance.

The primary concern expressed by the group was for the people involved in education - students, teachers, parents. It was felt that society is disenchanted with education as it operates today and that the educational system must change or it will not survive in our technological environment.

Much of the discussion centred around the following points as they relate to the interaction of the people involved in education, whether they be learners, teachers, parents, administrators or interested members of the community:

(1) Schooling ought to be an experience in living, not a preparation for living. Parents should be involved in that part of their children's experience.

(2) The environment for learning must provide an atmosphere of trust and caring for all individuals.

(3) All schools must find a way of developing the freedom that can only be achieved with accepted responsibility, for both student and teacher.

(4) Each school must be allowed to become autonomous while acknowledging the responsibility for that autonomy. Accountability for all concerned is important.

(5) Learning how to value, learning decision-making skills, and learning how to learn with life-long enthusiasm are more important to students than the facts, content, and subjects used as the vehicles of the learning process. Our stress should be on the development of each child as a person.

Debate on the above points led to the question of how these desired changes might be achieved. The present generation of teachers was itself schooled in a rigid system which allowed little freedom of expression or exercise of decision-making skills. A strong plea was put forth for a change in the focus of our teacher-training programs. While teacher-trainees need to enter the profession with a solid background of scholarship, their training for involvement with children's learning must become interaction - oriented. It must be based on valuing and decision-making skills as well as an understanding of how learning takes place in the process of child development.

It was felt that schools of the future must vary in their operating modes and that free choice of which school to attend must be available to each child to suit his individual needs. The needs of many children may best be met through non-schools. There must be alternatives for learning.

Society is seeking changes in education that will help citizens adapt and cope with our changing society. Thinkers in education are struggling with the knowledge that the future requires changes in education. Present attempts to make changes are centred on structure and organization within the system, but the system will not change to meet the demands of the future until the people within the system change.

FRENCH GROUPS

LE GROUPE No. 30

Les agences de l'entourage qui influencent le plan d'étude

Animatrice :	Yvonne LeBel
Secrétaire :	Jean-Paul Habel
Consultant :	Père Jacques Martineau

Plan de travail

Après la présentation individuelle des membres de la commission, les participants ont établi leurs priorités pour fin de discussion:

(1) La conception du MOI de l'enfant.
(2) L'étude de tout ce qui peut être pertinent au plan d'étude.
(3) La composition de notre entourage 1970.
(4) Le comment, c'est-à-dire, comment rendre le plan d'étude pertinent au MOI de l'enfant.

1. Le MOI de l'enfant

L'enseignant doit s'assurer que l'enfant découvre et développe son MOI en totalité. Le MOI de l'enseignant ne doit pas déteindre sur celui de l'enfant, autrement la personnalité de l'enfant disparaît à jamais.

L'enfant doit en arriver à connaître le juste milieu entre: la conception qu'il a de lui-même et celle qu'ont les autres de lui; l'entente qu'il doit avoir avec lui-même avant de s'entendre avec les autres; son MOI d'aujourd'hui et non celui d'hier.

L'enseignant doit toujours conserver en perspective qu'il se doit de découvrir le MOI de l'enfant s'il veut répondre aux besoins immédiats de ce MOI particulier.

De là découlent tous les facteurs qui deviennent pertinents à la préparation du plan d'étude.

2. Ce qui est pertinent au plan d'étude

Dans l'élaboration du plan d'étude, les éducateurs doivent prendre en considération: le MOI de l'enfant; la famille; l'entourage; le milieu; les communications entre l'école et le foyer; la philosophie de l'école, du directeur, des enseignants; la psychologie contemporaine de l'enfant; la méthodologie moderne (méthodes à donner à l'enfant); l'enseignant, qui se doit d'évoluer dans ses pensées et son enseignement; la divergence d'opinions qui existe entre les éducateurs, les parents et les enfants, concernant les besoins éducationnels de ces derniers; les notions de base vs les expériences vécues par l'enfant; la maturité de l'enfant face au plan d'étude préparé pour lui; l'actualité; l'influence des media; les arts, le théâtre, le cinéma, les visites ou voyages éducatifs; la sociologie contemporaine et nos regards vers l'an 2000.

3. Notre entourage 1970

Comment découvrir notre entourage 1970?

La décennie que nous traversons présentement semble nous conduire vers le summum de l'évolution affectant notre entourage et nos institutions d'éducation.

La tendance prédominante de notre entourage s'identifie de plus en plus à l'expression anglaise "Do your own thing". Tous les enseignants sont d'accord pour dire que l'entourage dont nous parlons subit l'influence de la présente période de contestation et des media d'information. Nous devons aussi prendre en ligne de compte: le milieu social et économique: l'abondance d'aujourd'hui, d'où la facilité de satisfaire nos besoins; le monde matérialiste qui nous entoure; les agences sociales; la famille contemporaine où le père et la mère travaillent; l'influence du chansonnier français ou américain - ce qui prime de nos jours, c'est plutôt le Charlebois que le Gadbois; le milieu scolaire qui a beaucoup évolué; la multiplicité des responsabilités assignées aux enseignants; l'enseignant traditionnel face à l'enseignant contemporain; les enfants et leurs compagnons; les maisons de formation des maîtres.

Il faut en conclure que notre entourage est en évolution constante, qu'il est loin d'être celui d'il y a dix, cinq ou même deux ans. D'où la nécessité pour les éducateurs de reviser continuellement l'étude de leur entourage et leur façon d'envisager le plan d'étude.

4. Le comment

Le plan d'étude devient un défi pour l'enseignant de faire vivre l'enfant selon son MOI, son entourage, sa propre vie et non selon celui ou celle de l'enseignant. Le plan d'étude doit se baser sur des expériences vécues par l'enfant plutôt que sur des notions de base à apprendre.

Il faut définir nos objectifs pour atteindre nos buts; à ce moment-là nous aurons un schème de base, ce dont nous avons besoin pour trouver ce qui est pertinent à la préparation de ce plan d'étude. Il faut considérer la possibilité d'intégrer certaines matières. Il faut que la philosophie d'une école soit rédigée par une personne, ensuite étudiée, revisée et adoptée par tous les enseignants de cette école.

Avant d'avoir une méthodologie il faut une psychologie et avant d'avoir une psychologie, il faut une philosophie.

Nos enseignants reçoivent-ils la formation nécessaire à la préparation de plans d'études? On suggère que les maisons de formation des maîtres devraient peut-être faire un sondage auprès des enseignants qui sont entrés dans l'enseignement depuis deux ans, afin de s'assurer que la formation reçue est bien celle dont ils ont besoin et qui répond vraiment aux exigences de l'enseignant 1972.

En l'an 2000, les élèves d'aujourd'hui devront savoir lire, étudier et juger. Prévoyons-nous ces besoins? On a fait remarquer que les connaissances sont vite dépassées mais que les méthodes demeurent.

Le plan d'étude doit fournir à l'enfant des situations qui comprennent: les connaissances à découvrir; une satisfaction pour l'enfant de les découvrir; le développement de sa personnalité; la découverte et la fierté de son MOI.

Ce plan d'étude sera pertinent si l'on tende d'intégrer l'école dans la communauté. On peut demander à des parents de venir à l'école pour expliquer leur profession ou leur métier. On peut même demander aux moins fortunés et aux sans travail de s'intégrer dans l'école en apportant leur aide lors d'activités parascolaires ou autres.

Le plan d'étude doit laisser porte ouverte à l'analyse des événements courants. C'est une occasion toute désirée pour motiver l'enfant à l'étude de la langue, au développement de sa fierté nationale et à la connaissance de la société qui l'entoure.

Dans les milieux scolaires bilingues, le plan d'étude doit apprendre à nos enfants: à vivre ensemble dans l'harmonie; à respecter les autres pour être respectés eux-mêmes. Si tel est l'homme que nous voulons pour la société future, prenons les moyens pour y arriver.

Références

Ci-dessous, une liste de références qui furent suggérées lors des discussions et qui nous offrent divers moyens de rendre le plan d'étude pertinent à l'enfant.

(1) Un livre à lire: The Drifters, de James Michener,
Random House, N. Y., 1971

(2) Nouveaux programmes en télévision éducative:

(a) Les jongleries mathématiques - Junior
(b) Le monde des petits - Primaire
(c) Les cent tours de Centour - Primaire

(3) En télévision scolaire, on peut faire appel aux services de:

M. Pierre Brassard
Office de télécommunication éducative d'Ontario
Département de l'utilisation
Place du Canada
2180, rue Yonge
Toronto, Ontario, M4S 2C1
Tel: 416-487-1371

(4) Projet de radio

Un projet de radio fut réalisé par des élèves sous la direction de M. André Pagé de l'école St-Joseph de Blind River. (1ère à 3e) - (4e à 6e) - (7e et 8e)

(5) Théâtre

Une troupe théâtrale "Le Théâtre des Pissenlits" est subventionnée par l'Etat. On peut obtenir des renseignements par l'entremise de l'Association canadienne-française de l'Ontario, 60, rue Boteler, Ottawa, Ontario, K1N 5A5

(6) Jumelage d'écoles

Le Ministère a lancé "Projet Canada".
La publicité, en français, a été distribuée à toutes les écoles. Celles qui désirent se jumeler avec une autre école de langue française, du Québec ou du Nouveau Brunswick, doivent écrire à l'adresse suivante:

Projet Canada
Ministère de l'éducation d'Ontario
15e étage, Edifice Mowat
Queen's Park
Toronto, Ontario, M7A 1L5

LE GROUPE No. 31

Education: préparation à l'avenir

Animatrice : Frère Jean-Marc Cantin
Secrétaire : Maurice Drouin
Consultant : Père Léopold Pigeon

Curriculum et l'étudiant

Le rapport Hall-Dennis, fruit d'une commission royale d'enquête sur le système d'éducation en Ontario et publié depuis quelques années, invite le professeur à encourager l'enfant à être plus actif dans son propre développement, c.a.d. lui apprendre à apprendre. Il s'agit de fournir au jeune l'occasion de prendre conscience de sa personne, de son être. Ainsi, il grandit normalement, en développant ses capacités physiques, morales, intellectuelles. Ainsi, inconsciemment il tend vers son travail assidu, ses études constantes et ses loisirs bien employés. C'est ce que nous pourrions appeler son éducation permanente.

Il ne faut pas oublier qu'à l'école secondaire il fait face à un choix de disciplines. Au fur et à mesure qu'il approfondit ses connaissances, qu'il développe son jugement, il maîtrise de plus en plus la matière dans laquelle il veut se concentrer davantage. Ainsi il se dirige vers une spécialité qui le prépare à sa future carrière ou profession.

L'école est normalement le complément de la famille bien que très souvent elle en devienne pour quelques-uns le supplément. C'est pour toutes ces raisons que le curriculum offert doit vraiment répondre aux intérêts et aux besoins de l'enfant et cela à tous les niveaux. Ce dernier est, pour ainsi dire, le point d'attraction du programme d'étude. Ce qu'il ne faut pas oublier c'est que de plus en plus, il faut nous préparer pour une vie en continuel changement et permutations.

Professeur

Il est donc normal que le professeur respecte tous les enfants et les accepte tels qu'ils sont. Lorsque viendra le moment de l'évaluation de l'élève, il faudra tenir compte de son potentiel, de son habileté et de ses goûts.

Le professeur s'efforce donc d'avoir l'esprit tendu vers l'avenir tout en respectant les traditions passées et en tenant compte de la réalité présente.

On fit allusion aux qualités essentielles que doit posséder le professeur, telles que le sens de la motivation, le sens de l'émerveillement et un profond humanisme.

Quelques remarques ou commentaires

Il faut avouer que jusqu'à 1960, l'éducation fut une période où la discipline sévère était un des buts très importants à poursuivre. Depuis une décade dans certains milieux, on eut affirmé qu'on est allé à l'opposé et qu'un laisser-faire s'est infiltré. Ce qui n'est pas mieux. Le juste milieu est nécessairement l'idéal.

Il est évident que les relations interpersonnelles au niveau de l'élève et professeur deviennent parfois compliquées et difficiles. Plusieurs facteurs sont responsables de cet état de choses, entre autres, l'âge, l'éducation familiale, le transport à l'école, (distance à parcourir), le trop grand nombre d'élèves par classe, l'horaire individuelle, les heures de classe anormales, etc.

A l'heure actuelle, il y a certes une certaine insécurité chez le professeur tout comme dans les autres professions. Les exigences des autorités gouvernementales et scolaires, les parents, la communauté en général, et l'élève, tous, chacun à sa façon contribue à occasionner un certain stress sur l'enseignant.

En plus, très souvent, il voit ses propres valeurs contestées par les media d'information. Il doit faire face à l'élève, savoir l'écouter, discuter avec lui et analyser les idées exposées.

L'école d'aujourd'hui n'est certes pas celle d'hier et encore moins celle de demain. Nous souhaitons cependant qu'elle soit plus humaniste.

ONTARIO ASSOCIATION FOR CURRICULUM DEVELOPMENT
1260 Bay Street, Toronto, Ontario M5R 2B5

MINUTES OF THE ONTARIO ASSOCIATION FOR CURRICULUM DEVELOPMENT BUSINESS SESSION, HELD NOVEMBER 11, 1972

BANQUET

The annual banquet was held at 1:00 p. m. on Saturday, November 11, 1972, in the Crystal Ballroom at the King Edward Hotel, Toronto. The President, Dr. R. W. Torrens, was unable to attend the Conference because of illness, and Miss Jeannine Séguin, First Vice-President, presided at all the general meetings of the Conference, including the banquet. The Minister of Education, The Honourable Thomas L. Wells, was the guest speaker at the banquet. A Life Membership in OACD was presented to Miss Sylvia M. McPhee in appreciation of her work in curriculum development and in OACD. The Colonel Watson Award was presented to Dr. John R. McCarthy for his contribution to curriculum development in the Province of Ontario.

BUSINESS MEETING

The annual business meeting was held on November 11 following the banquet. Miss Jeannine Séguin asked Mr. A. Lorne Cassidy, a member of the OACD Council, to act as parliamentarian for this meeting.

The minutes of the business meeting of the 1971 Conference were circulated in the 1971 Conference Report. It was moved by Mr. Tom Ramautarsingh, seconded by Mrs. Elizabeth Jarvis, and CARRIED,

> that the minutes of the previous business session be adopted as published.

Business Arising from the Minutes

At the annual business meeting in 1971 a motion was passed: "that the Annual OACD business meeting approves an OACD fee increase not to exceed $15. 00 at the discretion of the Executive and Council, after due consideration of the factors involved".

After careful consideration of the expenses of the Association and its needs, the OACD Executive and Council increased the registration fee to $45. 00 and delegates attending this Conference paid that fee.

The mini-conference at the Toronto Teachers' College, as reported in the minutes, was held at the College and Sir Alec Clegg assisted at this Conference.

President's Report

Miss Jeannine Séguin, on behalf of Dr. Torrens, reported that the Executive had its regular annual meeting with the Minister of Education, The Honourable Thomas L. Wells, to discuss the Conference Report, following the publication of the Report in the spring of 1972.

Miss Séguin reported that in addition to the usual meetings to plan this year's Conference, the Executive and Council drafted a constitution which had been submitted to the delegates at this Conference for approval; this was now open for discussion. There was general agreement with regard to the first six articles, but it was suggested that the sponsoring groups be printed on the program.

There was some discussion of Article VI, and it was moved by Mr. Mattice, seconded by Mr. Ian McHaffie, and CARRIED,

> that the word "usually" be added so that the last clause in Article VI will read: "and will usually be individuals who have already given some valuable service to OACD".

It was pointed out that everyone nominated to the Council as a representative of one of the sponsoring organizations might not necessarily have been previously active in the Association.

There was further discussion as to how nominations were to be made, and it was agreed that the President should advise the members at the beginning of the Conference that nominations for office on the OACD Executive and Council might be made to the Nominating Committee at any time during the Conference. It was also pointed out that nominations could be made from the floor at the business meeting.

With regard to the statement of policy, it was moved by Mr. Ramautarsingh, seconded by Dr. Florence Irvine, and CARRIED,

> that the last sentence of the third paragraph on page 4, establishing the policy of the Association, be changed to read "Following is the policy of the Ontario Association for Curriculum Development with regard to resolutions".

It was then moved by Mr. Ramautarsingh, seconded by Mrs. Jarvis, and CARRIED,

> that we accept the draft constitution as amended, as the constitution for the Ontario Association for Curriculum Development.

Secretary-Treasurer's Report

The Secretary-Treasurer, Miss Nora Hodgins, pointed out that it was extremely difficult to present any kind of adequate financial report at this time, since we were not in a position to estimate correctly our receipts from registration fees or the overall costs of the Conference. An interim report of the financial situation as of October 31 was distributed, and the report of the auditors for the year ending June 30, 1972 was available. It was hoped that with the new fee we will be able to pay off our debt to OTF and have an adequate amount left to meet the operating expenses until the next Conference. The Treasurer said that she would investigate and report to the Executive on the possibility of having our audit made on the calendar year rather than on the school year, so that audited statements would reflect more clearly our financial position following our annual Conference. It was moved by Mrs. Grossberg, seconded by Mr. John Beatty and CARRIED,

> that the Secretary-Treasurer's report be accepted.

Nominating Committee Report

Miss Sylvia McPhee, Chairman of the Nominating Committee, reported that of the present Council members who have been on the Council for one year, Mr. Gary Black is resigning as he is taking a position in the Northwest Territories. She expressed appreciation to the following members of the Council who were retiring after a two-year term on the Council:

Mr. S. L. G. Chapman
Miss Gloria Fralick
Mr. Gerald Levert

The Nominating Committee recommended that Mr. Wally Beevor and Mr. B. M. Webb be invited to serve another term.

The Nominating Committee noted that the following would be serving for a second year on the Council:

Professor Richard Bowles
Mr. Robert T. Dixon
Mr. Peter Gilberg
Mrs. Elise Grossberg
Mr. Ian McHaffie
Mr. Tom Ramautarsingh
Mr. Stanley J. Reid

The Committee nominated as members on the Council for the first year of a two-year term:

Mrs. Mary L. Amyotte
Mr. Calvin Brook
Mr. Ted Coneybeare
Mrs. Jean McConnell
Mrs. Margaret Wolchak

Mr. Coneybeare will represent the Ontario Educational Communications Authority and Mr. Calvin Brook will represent the student body.

As Executive members the Committee nominated:

President:	Miss Jeannine Séguin
Past President:	Dr. R. W. Torrens
Vice-Presidents:	Mrs. Margaret Keeler
	Mr. A. Lorne Cassidy
Secretary-Treasurer:	Miss Nora Hodgins
Asst. Secretary-Treasurer:	Mr. Kaspar Pold

It was moved by Mr. Ramautarsingh, seconded by Mr. McHaffie and CARRIED,

> that the nominations be closed and that the report of the Nominating Committee be accepted.

1973 Conference

Reservations have been made at the Chateau Laurier Hotel in Ottawa for next year's Conference and the dates of the Conference are November 8, 9, and 10.

1974 Conference

It was agreed that the 1974 Conference should be held in Toronto, with the selection of the hotel left to the Executive and Council.

Other Business

Mr. Lorne Cassidy recommended that we express our appreciation of the work that Dr. Torrens has put into this Conference and our regrets that he was not able to attend the meeting. It was moved by Mrs. Keeler, seconded by Mr. Ramautarsingh, and CARRIED,

> that we send him immediately a telegram and a letter of appreciation and best wishes for his recovery from his illness.

Miss Séguin thanked the members present for the assistance everyone had given her in chairing the Conference at such short notice.

The business session adjourned at 4:00 p.m.

THE COLONEL WATSON AWARD

TO

JOHN RUSSELL McCARTHY
M.A., B. Paed., LL.D.

A teacher whose contributions to the profession are many, a leader whose initiative has generated notable innovations in our educational system, an administrator who fulfills his task with dignity, Dr. McCarthy is above all an educator, who, fully and readily, accepts the challenge of involvement.

As a teacher, Dr. McCarthy's career spanned many areas at the elementary school level: classroom teacher, Assistant to the Principal, Supervising Teacher.

A leader and administrator, he introduced curriculum changes and encouraged innovation as an Inspector of Public Schools, Assistant Superintendent of Elementary Education and then Superintendent of Curriculum for the Department of Education, Deputy Minister of University Affairs, and Deputy Minister of Education. He is presently the Executive Director of the Minister's Committee on the Costs of Education.

His influence has been felt not only in Ontario but in Canada and abroad. He is a Past President of the Canadian Education Association and has represented Canada abroad on many occasions.

The recipient of numerous honorary awards, and an active member of many educational associations, Dr. McCarthy has made an outstanding contribution to education in Ontario and Canada.

LIFE MEMBERSHIP

TO

SYLVIA MARGARET McPHEE

Sylvia McPhee, by her wisdom and love has guided many children to a fuller realization of their own "image of self". She has studied her field intensively with post graduate studies at the University of Toronto, St. Andrews' University, Scotland and school study tours to Mexico, New Zealand, Russia, Great Britain and the United States.

Sylvia evolved her educational philosophy with emphasis on primary methods through wide practical experience as a teacher, principal and supervisor in Canada and Wales; also as a lecturer for Dalhousie University and the Ministry of Education, Ontario. Her affiliations in the field of education have included an impressive range of duties on behalf of her fellow teachers and other women educators as well as to further the aims of education with particular attention to primary curriculum. Her first position with the Department of Education was as Assistant Superintendent, Curriculum Branch, Primary Co-ordinator. Her present post is Educational Officer, Organization Study Task Force, Ministry of Education, Ontario.

Lively, lovely and learned best describes our Past President, Sylvia McPhee. We are fortunate to have her contribution to the OACD and to include her in our roster of Life Members; by this token we extend to Sylvia our gratitude for sharing with us her expertise in the field of education and for her warm friendship.

APPENDIX

RELEVANCE IN THE CURRICULUM

Some Background Material Provided to the Groups to Assist in the Discussion Sessions

A. CURRICULUM CHANGE

What new directions are desirable and/or necessary for relevance in the curriculum?

1. Assumptions Underlying Today's Education

- humanities education: a little bit of everything
- specialization for a technological world
- education tailored to the individual
- mass education to provide the most possible for the most possible
- should education be paid for by the state?
- should everyone be "educated"?
- streaming: was/is it worthwhile and legitimate?
- is today's education, and should it, be "evolutionary"?

2. Procedures of Curriculum Change

- why is curriculum changed? Is it just bits of content that change?
- how is curriculum changed? Does it just happen of itself? Is there a discernible evolution?
- who or what has the greatest influence in producing change? How does the teacher get involved in this?
- are there channels to follow? If so, are they effective?
- what improvements are possible and desirable in the process of change?
- the pendulum effect of change
- encouragement of and recognition for curriculum innovation

3. Responsibility for Curriculum Development

- students, teachers, administrators, trustees, parents
- public at large
- government: local, provincial, federal
- universities, teacher training institutions
- industry
- futurologists
- research and development versus the bandwagon approach

4. Relative Roles in Curriculum Development

- professional and voluntary agencies, international agencies
- students, teachers, administrators, Ministry of Education
- extent of student participation
- trustees: how representative are they of the community and its concerns?
- administrators and teachers: who should have the greater say?
- the role of parents and public

5. Accountability in Curriculum

- is present curriculum a reflection of what the public feels it should be? Does the public know or agree on what it wants?
- how is the community consulted and then kept informed and abreast of change?
- should the public and teachers be consulted in curricular decisions by the specialists? Who are the specialists?

- is the present educational tax structure so set up that it enables the public at large to control education and educational expenditure? Should it be so?
- how much freedom are local boards, their administrators and teachers given, in the light of the financial structure, to establish priorities?

B. ENVIRONMENTAL FACTORS INFLUENCING CURRICULUM

6. Image and Self-image: (i) pupil (ii) student (iii) teacher (iv) parent

- how does each see himself, as an individual and as a member of a group?
- how does each group see the other groups?
- manipulation of images by the various media, e.g. advertising
- effects of media at various age levels
- how does the curriculum help in reconciling the image and self-image?

7. Children with Special Needs

- socio-economic
- cultural
- congenital
- mobile families
- concept of "student services", and "special education"

8. Changing Role of the Teacher in Society

- what is the teacher's present social role, as a member of society and therefore representative of it?
- should the teacher play a greater social role? Should he act as a facilitator of social change?
- is the teacher entitled to a "private life"?
- the teacher in politics

9. The Impact of Behavioural Sciences

- theories of behavioural science
- encounter, group dynamics, conditioning
- psychological services:
  - consultative
  - built-in
  - in-service training
  - mass psychology
- implants, mind-control, propagandism
- advertising and the media

10. Television, Radio and Press

- how can it be made effective?
- educational television
- student broadcasting and student newspapers
- government and private radio, television
- range of broadcasting content
- practicality versus the ideal
- the effect of television on the curriculum

11. Advertising

- creating awareness and development of critical judgement in students of techniques and effect of advertising in the media

- "consumer service" as an integral part of curriculum at all levels
- the financial side of advertising for the media and the effect of this for the individual student - related to his studies

12. Film

- commercial
- amateur
- integral in curriculum: English, history, art, language, etc.
  - self-expression
  - creative expression
  - appreciation

13. Printed Materials

- are textbooks necessary?
- teacher participation and consultation in text preparation
- incentives to teachers for authorship
- critical review by students, teachers, consultants
- cost, longevity, practicality
- material other than in book form

14. Inter-cultural and Inter-racial Studies: Education in the Global Community

- native peoples of Canada
- internationalism: cultural diversity and its effects at home and around the world
- racial mixing: new discoveries in genetics
- nationalism

C. ALTERNATIVE MODELS

15. Why Alternatives? (Aims and Objectives of Alternatives)

- suitability of various alternatives to special situations
- evaluation process
- selection of an appropriate alternative

16. Free Schools, "SEED" Type Programs, Private Enterprise

- "community" decision on operation and curriculum
- volunteer and/or paid staff
- viability of a "system" of free schools
- controls: in whose hands?
- "SEED" - applicability
  - practicality
  - desirability
- aspects of education or particular subject fields in the hands of industry or private educational entrepreneurs, e.g. Berliz, data processing, business schools, maths, etc. etc.
- sub-contracting of curriculum by boards to private groups
- educational "consulting" firms

17. Alternative Models for Adult Education

- how to fill the gap for the underprivileged: curriculum design for adult and remedial education
- retooling and/or retraining

- universal accessibility to the "tools" of education
- training for part-time home employment
- training for leisure

D. TEACHER PREPARATION

(Pre-service and In-service)

18. Evaluation of Teacher Preparation

- should there be a built-in process of evaluation for the teacher-in-training and the practicing teacher?
- assessment of past, present, anticipation of future
- what groups should be concerned with evaluation? How can the relative value of each group's evaluation be assessed?
- what sorts of evaluationary processes are possible?
- are there frameworks now existent for building on, or should evaluation be approached from scratch?

19. Selection

- should there be selection of any kind?
- should there be psychological testing before admission to teacher training institutions?
- what kinds of selection procedures are possible?
- projection of future needs, numbers, subject areas
- para-professional personnel
- weeding out during and after training

20. Curriculum for Teacher Preparation

- educational priorities
- values
- guided self-analysis
- psychology, sociology, anthropology, life sciences, etc.
- built-in evolutionary factor

21. Critical Judgement of Materials and Content

- recognition and appraisal of bias and prejudice in teaching and resource materials
- effective use of biased materials

22. Group Dynamics

- do teachers really know how to interact with students and how to achieve student interaction?
- is education in the classroom now really a co-operative effort, the teacher working with the students and student with student, instead of students being directed, and working in a vacuum?
- principles of effective leadership, group psychology
- use of professional "animateurs" for workshops, group work in one area of expertise and a high-impact presentation
- travelling professionals, high quality equipment and content
- use of group dynamics
- use of "animateurs" as a method of promoting curriculum change

23. Development of Human and Technological Resources

- the role of the teacher-in-training
- support systems for training

- development of para-professionals
- teaching aids: audio-visual, physical education, handicrafts...
- functional classroom: physical aspects and psychological aspects
- utilization of special professional resources from the community

E. EDUCATION FOR THE FUTURE

24. Future of the Media

- critical judgement of readers, viewers, listeners
- controls: should they be public or private?
- trends: conglomerates - newspapers, radio and television
- implications for the learner and his society
- technological breakthroughs: what is possible and how might it affect the child in school?

25. Education for Leisure

- arts, music, sports
- aesthetic observation, appreciation, criticism
- performing arts
- participation and/or observation

26. Learning for its Own Sake

- is there intrinsic pleasure in the study of philosophy, language, etc. aside from any view to practical application?
- accessibility of facilities to this end
- legitimacy in view of high cost of education
- free or self-supporting adult education

27. The Concept of the Whole Person

- balanced education for personality development
- curriculum for breadth or for practicality
- home economics for boys, shop for girls concept
- how to support and encourage mental flexibility

28. New Subject Areas

- are there gaps in today's curriculum where the sciences are at such a stage as to warrant their presentation at a lay level?
- social sciences, futurology, occult: myths, or aspects of man's evolution
- internationalism: educational exchange at all levels
- new subject areas on trial basis
- computerization: high speed fact retrieval at all levels of education: e. g. computer diagnostic service for doctors, similar operation for lawyers and teachers
    - computer time for individual students on projects
    - data processing and computer languages an intrinsic part of curriculum
- technical training and education: should all students at least be given the opportunity to do some manual training or shop work?
- technology: can we cope even now, unless the schools teach at least the rudiments of things such as computer operation, space flight, the use of electronic and electrical equipment of all kinds, basics of auto care, diagnosing trouble, etc. ?

29. Schools of the Future

- what will/should they be like?
- should we continue to build any kind of schools?
- how can costs be brought into line?
- technological innovations that will be commonplace in tomorrow's schools
- education for change: built-in change factor in curriculum design and planning

GROUPES FRANCAIS

30. Les agences de l'entourage qui influencent le plan d'étude

- la conception du moi: la conception que les autres ont de moi:
  (a) élève (b) étudiant (c) professeur (d) parent
  - influence du plan d'étude pour y réconcilier ces deux images
- enfants ayant besoin d'une attention spéciale: - aide économique
  - familles en transit
  - éducation spéciale
- l'évolution du rôle qu'a à jouer le professeur dans la société moderne:
  - vie privée - vie publique (politique et sociale)
- l'importance des sciences du comportement humain:
  - savoir se servir des services psychologiques
- TV - Radio - Presse: - participation des élèves
  - aide à l'éducation
- annonces publicitaires: - développer le sens critique dans l'appréciation
- film: - appréciation, critique...
- imprimés: - participation des enseignants à la préparation des manuels
- les études raciales et culturelles: l'éducation au niveau cosmos (monde entier)
  - connaissance des groupes ethniques locaux et...(province, pays, univers..)

31. Education: préparation de l'avenir

- progrès des moyens de communication: - implication pour l'étudiant et la société
- éducation en vue de l'emploi des loisirs:
  - les arts - musiques, sports, etc... participation - observation
- étude 'per se': - le plaisir intrinsèque de l'étude existe-t-il vraiment?
- concept de la personne humaine complète: éducation équilibrée... en vue du développement de la personnalité
- nouveaux champs de recherche: - advancement incroyable des sciences
  - l'ordinateur
  - la technologie
  - l'électronique, etc...
- l'école de l'an 2000: - le prix
  - tenir compte des innovations technologiques
  - avoir des écoles fonctionnelles

OACD CONSTITUTION

ARTICLE I - NAME

The name of this Association shall be The Ontario Association for Curriculum Development.

OACD defines curriculum for its purposes as the process through which the child learns in school.

ARTICLE II - AIMS & OBJECTIVES

OACD is an independent, autonomous body, the basic aims of which are as follows:

(1) To provide a forum for the discussion of curricular questions where the various points of view may be expressed and discussed.

(2) To encourage representation and participation from all sectors of the province where an interest in curriculum development exists.

ARTICLE III - MEMBERSHIP

(1) There shall be three categories of membership:

(a) Conference delegates, for whom the registration fee is paid at the annual Conference, will be members for the year beginning with the Conference in question. Although many of these delegates are representatives from organizations, places will be reserved at the annual Conference for a limited number of unsponsored delegates who also become members of the Association for one year upon payment of the Conference registration fee.

(b) Sponsoring organizations which pay a yearly membership fee in order to assist in financing the Association and its work. Each organization has the privilege of naming a certain number of delegates to the annual Conference.

(c) Supporting members. Former delegates or other individuals who are interested in receiving Conference reports and other information sent out from the central office of the Association may become supporting members upon payment of an annual fee. This payment does not entitle them to attend the annual Conference. They may, however, upon payment of the normal registration fee attend any Conference as an unsponsored delegate.

(2) (a) The membership of OACD is intended to represent all sections of the province, and all the provincial partners in education.

(b) OACD will, from time to time, assess and set the fees payable by the various types of members.

(3) The following organizations which have previously served as sponsors of the Association will have a number of places for their delegates reserved at the annual Conferences. Quotas will be revised annually, according to the interest of the organizations and the needs of the Association. Other organizations may be added to this list when circumstances make it desirable.

The Canadian Educational Publishers' Group
The Colleges of Applied Arts & Technology
The Ministry of Education, Ontario
The Ontario Association of Educational Administrative Officials
The Ontario Educational Association
The Ontario Federation of Home and School Associations
The Ontario School Trustees' Council
Parent-Teacher Associations
Teacher-Training Institutions
The Universities of Ontario and
The Ontario Teachers' Federation with its affiliated bodies:

L'Association des Enseignants Franco-Ontariens
Federation of Women Teachers' Associations of Ontario
Ontario English Catholic Teachers' Association
Ontario Public School Men Teachers' Federation
Ontario Secondary School Teachers' Federation

ARTICLE IV - CONFERENCES

There shall be one major Conference a year. Additional regional Conferences may be approved by the Executive and Council.

ARTICLE V - OFFICERS

(1) The officers of the Association shall be a Past-President, a President, two Vice-Presidents, a Secretary-Treasurer, and an Assistant Secretary-Treasurer. These officers shall constitute the Executive Committee of the Association.

(2) Terms of office are one year; nominees are drawn from the OACD Executive and Council; it is possible to be renominated to the Council.

(3) The Executive Committee shall have the responsibility for making final decisions on the annual Conference, the theme thereof, Life Memberships in the Association, special committees and meetings as needed, and conducting the ongoing business of the Association.

ARTICLE VI - COUNCIL

(1) There shall be a Council of the Association consisting of 14 members elected for two-year terms, on a rotating basis, with seven to be elected each year; nominations to the Council will normally be from amongst the sponsoring organizations of OACD, and will usually be individuals who have already given some valuable service to OACD.

(2) There will be at least two meetings of the Council per year; these will be at the call of the President.

(3) The Council will advise on all Conference arrangements, matters of organization and policy, and will vote on OACD awards.

ARTICLE VII - ANNUAL MEETING

The annual meeting will be held during the annual Conference. All members attending the Conference are voting members of the annual meeting. It will discuss the report of the Secretary-Treasurer and set the Conference fee for the following year. It will elect the officers and the members of Council. It will make final decisions on matters of policy. It will also choose the site of the annual Conference for the following year(s).

ARTICLE VIII - NOMINATING COMMITTEE

The immediate Past-President of the Association will be chairman of the Nominating Committee. Two other Conference delegates chosen by the Executive will serve with him or her. Nominations shall be invited in advance from delegates expected to attend the Conference. Nominations may also be made from the floor at the annual meeting.

ARTICLE IX - AMENDMENT OF CONSTITUTION

The Constitution may be amended at any annual meeting by a 2/3 vote of those delegates present at the annual Conference, notice in writing having been received at the OACD office at least 30 days in advance of the annual Conference; the Constitution may be amended from the floor of the Assembly by a 9/10 vote of those delegates present at the annual Business Session, with previous notice having been given to the President of OACD.

STATEMENT OF POLICY

(1) The annual Conference will be organized in small groups for discussion of several topics related to a general theme. These discussion groups, 15 to 25 people, from many different areas, and standing in many different relationships to the school system, discussing frankly questions of common concern, are the heart of the Conference.

(2) Following each annual Conference, a comprehensive report will be published including the recordings from the discussion groups, the key-note speech, and the decisions made at the annual meeting.

The established policy of the Ontario Association for Curriculum Development is that it does not, at its Conference, pass resolutions on educational problems, as the Conference is not a delegate assembly. Following is the policy of the OACD with regard to resolutions:

(1) The OACD is fundamentally an organization for the promotion of discussion among representatives of various groups in the community who are interested in educational problems, especially such as are connected with the curriculum.

(2) The OACD is concerned with giving individuals in a discussion group an opportunity to arrive at a clear and well-balanced appraisal of the subject under discussion, rather than with trying to reach a unanimous or even a majority agreement on a particular point.

(3) Reports on the deliberations are made to sponsoring organizations for their information, and further action may be taken by any sponsoring organization if it feels desirable.

(4) A group may formulate recommendations if it so wishes. These will be included in the Report as part of the group discussion but will not be regarded as recommendations from OACD.

Delegates attending this Conference came from the following sources:

L'Association des Enseignants Franco-Ontariens
Association for Supervision and Curriculum Development
Canadian Chamber of Commerce
Canadian College of Teachers
Canadian Education Association
Canadian Educational Publishers' Group
Canadian Teachers' Federation
Colleges of Applied Arts and [illegible]
Departments of [illegible]
Department of [illegible]
Fédération [illegible]
Federation of [illegible]
Ministry of Colleges and [illegible]
Ministry of [illegible]
Ministry of Education [illegible]
Northern Ontario [illegible]
Ontario Ed[illegible]
Ontario Educational [illegible]
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OACD THEMES IN PREVIOUS YEARS

1951	Curriculum Improvement in Action in Ontario	Toronto
1952	Curriculum and Individual Differences	Toronto
1953	Curriculum Development and the Common Learnings	Toronto
1954	Improving Education for Ontario's Youth	Toronto
1955	Current Problems in Ontario Education	Toronto
1956	The Challenge of [illegible] in Expanding Educational System	Toronto
[illegible]	[illegible] in Education	Toronto
[illegible]	[illegible] Ontario Schools	Toronto
[illegible]	[illegible]	Toronto
[illegible]	[illegible]	Toronto
[illegible]	[illegible]	Windsor